

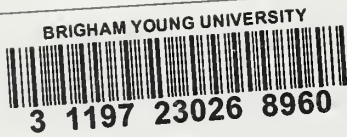




Americana Collection

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L. Tom Perry Special Collections  
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*Eagle's Eye Magazine*  
Multicultural Student Services  
Brigham Young University  
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# EAGLE'S EYE

Volume XXXVI, Number 2

August 2005

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**BYU**

BRIDGES

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**Cover (Marcus McCoy):** Every year, multicultural BYU students finish their schooling and enter the world ready to serve and be successful. This year, *Eagle's Eye* talked with some of those students about their college experience. See related story on page 16.

**Inside Front (Marcus McCoy):** One of the most successful MSS programs, SOAR (Summer of Academic Refinement) invites high school juniors to BYU campus for a week of college preparation. While here, they visit Temple Square, one of the spiritual highlights of the week. See related story on page 18.

**Inside Back (Marcus McCoy):** At BYU, art and science meet not only in this view of the *Tree of Wisdom* and the Eyring Science Center, they meet every day in animation classes. A growing successful program on campus, the animation department uses technology to create art that is gaining recognition nation wide. See related story on page 30.



# FROM THE *Director*



Les Muranaka

We recently hosted over 300 prospective college students on our campus for our SOAR (Summer of Academic Refinement) program. It is our premier recruitment program for multicultural seniors in high school. At the beginning of each session during the orientation meeting, I had the opportunity to thank them for attending. I emphasized the importance of extending ourselves and getting out of our comfort zones in order to learn all we can from the

resources surrounding us. I shared with them my testimony of how we will take two things with us after this life on earth: our knowledge and our relationships. I realized this important truth many years ago, but I find I sometimes need a reminder. Anything I can do to increase my personal knowledge, strengthen the learning opportunities of others, and solidify my relationships with those around me will bring blessings in this life and in the life to come. I would like to focus on the aspect of developing relationships.

It is such a joy to watch the SOAR students gather together for a week on campus from all over the United States and sometimes from foreign countries in order to prepare better for college. They are full of so much energy, light, and love and come ready to share it with others. Each year, we carefully watch and assist the youth of The Church of Jesus Christ of Latter-day Saints who attend our program. And each year, these youth impressively develop into men and women who are resolved to live gospel principles. Many of the students come from high schools or areas where there are only a few members or they are the only member of the Church. When they arrive on campus and see so many other multicultural Latter-day Saint youth who are interested in higher education and possess high goals and standards, they buoy each other up as they share academic, social, cultural, and spiritual experiences together. Within a very short period of time, students are conversing with one another as if they have been friends for their entire lives. The development of these connections inspires both those in the relationship and those observing them.

I am grateful to be able to interact with students from various cultural backgrounds, different upbringings, assorted family situations, extreme socioeconomic statuses, and a range of personalities as they gather together and bond. There is a real feeling of unity and love that develops by allowing ourselves to become one as we focus on the culture of Christ.

One of my favorite Latter-day Saint hymns, "Each Life That Touches Ours for Good," #293,<sup>1</sup> contains lyrics that remind me of the importance of relationships.

*Each life that touches ours for good  
Reflects thine own great mercy, Lord;  
Thou sendest blessings from above  
Thru words and deeds of those who love.*

*What greater gift dost thou bestow,  
What greater goodness can we know  
Than Christlike friends, whose gentle ways  
Strengthen our faith, enrich our days.*

*When such a friend from us departs,  
We hold forever in our hearts  
A sweet and hallowed memory,  
Bringing us nearer, Lord, to thee.*

*For worthy friends whose lives proclaim  
Devotion to the Savior's name,  
Who bless our days with peace and love,  
We praise thy goodness, Lord, above.*

This hymn truly captures the sentiments of my personal testimony of the individual nature of God's love for us as demonstrated through our relationships with others. One of the scriptures associated with this hymn is found in Proverbs 17:17, which reads, "A friend loveth at all times, and a brother is born for adversity." We all face adversity and we all make it through those tumultuous times because of close friends, family, and most importantly our Heavenly Father. I have a strong testimony that God sends specific people directly in our paths to touch our lives for good. It is a manifestation of God's genuine love and deep concern for us. He allows us opportunities to truly bolster our personal testimonies through the loving words and deeds of others. As we witness others live by faith and consecrate their time to build up the kingdom of God, we are inspired to be more resolved in our own personal faith and commitments. May we consciously strive to strengthen the faith of one another through developing Christ-like relationships and may we continue to allow others to enrich our lives as we try to bless their lives.

## NOTE

1. Karen Lynn Davidson in *The Church of Jesus Christ of Latter-day Saints, Hymns of The Church of Jesus Christ of Latter-day Saints*, (Salt Lake City, Utah: Deseret Book Company, 1985).

Lisa Muranaka  
Director, Multicultural Student Services





**Back Row L-R:** José Figueroa, Trevor Reed, Marcus McCoy, and Tom Roderick.

**Front Row L-R:** Natalie Whipple, Maria Molina, and Brooke Ollerton.

Since our last issue, Cristi Brázão graduated and had a baby girl, Joshua Molina returned home to New Jersey for the summer, and Trevor Reed rejoined our staff.

## A Welding Link

The prophet Joseph Smith taught that a “welding link” must exist “between the fathers and the children.”<sup>1</sup> Although he was speaking of genealogy and temple ordinances, another link exists between us and our ancestors—trials. Their physical circumstances were quite different from our own, but the personal trials and challenges we face are similar.<sup>2</sup> This link is a blessing; learning about how they dealt with their trials inspires us to persevere, just as they did. Their stories are proof that life is navigable and its obstacles surmountable. Below we share pieces of those stories that have inspired us.



After the death of their baby boy, my grandparents, **Guadalupe and Elena Piñón**, came to the United States from Mexico. The incredible difficulties they overcame have always moved me. In their noble lives is written the story of the true immigrant—leaving everything you know to fight for something better for you and your unknown future generations. —*José Figueroa*



My grandmother, **Lula Mae Walker**, was my surrogate mother. Even though she died when I was too young to have memories of her, today I can feel her love for me. She was baptized vicariously in the temple, and I strive to live my life so that I will be with her once again. —*Marcus McCoy*



My *abuelito* **Albino Molina**’s life gave my life greater meaning. I could see myself in him. Listening to him sing with a powerful voice amidst many illnesses helped me realize where my love for music originated. His example taught me that happiness is a choice we make. —*Maria Molina*



Persistence. My grandmother, **Martha Salgado**, embodied it. She taught my mom, “If you wake up in the morning and you’re so sick that you can’t move, get up anyway. Hold yourself up by the walls if you have to.” When things fall apart, I remember her and just keep going. —*Brooke Ollerton*



The first Church member from our family, my Grandma **Joann Cernosek**, holds a special place in my heart. She taught me how to bang pots, do genealogy, and start over after life-changing trials. She passed away while I was on my mission, but her spirit lives on through the memories of thousands her life directly influenced. —*Tom Roderick*



**Trevor Kincaid**, my great grandfather, contributed great things to society through his love of science. While I don’t know him personally, I’ve read and discovered his love for observing the world around him. Not only was he a renowned professor in his day, Kincaid used his knowledge to help alleviate world problems. —*Trevor Reed*



A native of New Zealand, my grandmother, **Dorothy Mary Repia McKenzie Buss**, taught me to never step down from the trials I face. Suffering the effects of breast and bone cancer for 22 years, she is my model of strength, faith, and endurance—and my reminder to be likewise. —*Natalie Whipple*

### NOTES

1. Doctrine and Covenants, 128:18.
2. Henry B. Eyring, “Faith of Our Fathers” (speech, Brigham Young University, Provo, Utah, August 20, 1996).



## The Value of Diversity: Dr. Obiakor

by Marcus McCoy

"The way you value other people shows the way you value yourself," remarked Dr. Festus Obiakor, emphasizing the importance of tolerance for diversity. On March 17, Obiakor, a professor at the University of Wisconsin in Milwaukee, spoke at a BYU McKay School of Education Brown Bag Lecture. Shakira Farrar, BYU student from Damascus, Maryland, felt Obiakor expressed the importance of "maintaining multicultural populations at the university level."<sup>1</sup>

Interaction with people from different backgrounds, different cultures, and different ethnicities gives university students opportunities to prepare for success in the world. This idea was emphasized in Obiakor's statement that "[p]eople make schools; schools don't make people." With such opportunities to interact with different people, Obiakor promises if we "value all voices" we will never stop learning.

### NOTE

1. Shakira Farrar, e-mail to author, April 28, 2005.

## All About Ballroom Nationals

by Natalie Whipple

Every March, BYU welcomes ballroom dancers from around the country to the National Dancesport Championships. Because of the many dancers and ballroom enthusiasts in the area, BYU is the ideal place for the competition.

This year, amateurs and professionals alike performed at the Marriott Center to dis-

play their talents as cheering fans filled the stands. Participants danced in a variety of styles—from Standard to Latin to Cabaret—and were awarded prizes for their efforts. For information on attending or competing, contact the BYU Department of Dance at [dance@byu.edu](mailto:dance@byu.edu) or (801) 422-5086.

## BYU is Language Capital

by José Figueroa

In a 1975 dedication speech, President Spencer W. Kimball issued the challenge that BYU should become the "acknowledged language capital of the world."<sup>1</sup> Thirty years later, the university is living up to this challenge. BYU offers more language classes than most other universities and also offers unique advanced classes in languages such as Tagalog, Vietnamese, and Bulgarian.

Nationally, only about eight percent of college students are enrolled in language classes; BYU is well above that number with about twenty-five percent of students learning

foreign languages.<sup>2</sup> With many students returning to the university from their service as missionaries all over the world, there is a great interest in fulfilling the *Aims of a BYU Education*: "to serve others throughout their lives."<sup>3</sup>

### NOTES

1. Spencer W. Kimball, "Second Century Address," in *Educating Zion*, ed. John W. Welch and Don E. Norton, (Provo: BYU Studies, 1996), 73.
2. Tad Walch, "Y. is Language Hotspot," *Deseret News*, April 22, 2005, B01.
3. *The Mission of Brigham Young University and The Aims of a BYU Education*, (Brigham Young University, 1996).

## BYU Ranked "Best Value"

by Trevor Reed

BYU now ranks third for "Best Value" according to the Princeton Review.<sup>1</sup> The ranking, calculated on the basis of tuition costs and overall satisfaction of students, is one of many top rankings given to the university. BYU's other high marks include first place in the "Stone Cold Sober" category for least amount of alcohol consumed, first for best library, and first for highest percentage of praying students.<sup>2</sup>

In a separate review by *U.S. News and World Report*, the Law and Graduate Schools were ranked in the top fifty.<sup>3</sup> Recognitions like these continue to boost BYU's image for prospective students across the country.

### NOTES

1. Princeton Review: America's Best Value Colleges, <http://www.princetonreview.com/college/research/best-value/default.asp>.
2. *Ibid.*
3. Shinika A. Sykes, "3 Grad Schools Earn National Top-50 Ranking," *The Salt Lake Tribune*, April 1, 2005.



## Finding a Good Cause

by Tom Roderick

Do you want to serve? Operating since 1999, the Center for Service and Learning provides prospects for students to serve the local community with one-time or recurring service projects. "The goal of the Center for Service and Learning," says Sarah Westerberg, director for the center, "is to provide students with meaningful service opportunities. We try to find what works for them."

During the fall semester, the center has great need for participants in local mentoring and tutoring programs, as well as yard work for the elderly and those with disabilities. Located across from Jamba Juice in the Wilkinson Student Center, the doors of the center are open from 8 AM to 5 PM so that interested students can find their perfect opportunity to serve.

## The Dedication of a Lifetime

by Brooke Ollerton

In a May 1 address, Elder Dallin H. Oaks, an apostle of The Church of Jesus Christ of Latter-day Saints, encouraged young single adults to commit to living the gospel of Jesus Christ through the "tranquil and steady dedication of a lifetime."<sup>1</sup> Oaks challenged the audience to examine their efforts in one area of particular interest to them: dating.

"Resist too much hanging out," a humorous, but candid Oaks advised a worldwide audience of Latter-day Saint twenty-somethings, who broke into knowing laughter and occasional applause throughout the evening. Oaks counseled, "Unlike hanging out, dating

is not a team sport. . . . Channel your associations with the opposite sex into dating patterns that have potential to mature into marriage." His remarks were part of a series of firesides held the first Sunday of each month. These inspirational talks are broadcast on BYU campuses and in Latter-day Saint meetinghouses throughout the world.

### NOTE

1. Adlai E. Stevenson quoted in John Bartlett, comp., *Familiar Quotations*, 13th ed., (Boston: Little, Brown, 1955), 986.

# Community Corner

## The Fight Against Illiteracy

by Marcus McCoy

An estimated 44 million adults in the United States cannot read "well enough to fill out an application, read a food label, or read a simple story to a child."<sup>1</sup> In 1984, Provo and Orem City Libraries started Project Read to help decrease the adult illiteracy rate. The program offers tutoring for adult students who speak English or Spanish. The goal of Project Read is to help adult students reach an eighth-grade reading level. By doing this, the program hopes "to enhance [the] self-esteem" of each individual who wants "to improve their reading and writing skills."<sup>2</sup>

Volunteers are encouraged to participate in Project Read through tutoring sessions two times a week, each lasting one hour and a half. Volunteers must speak, read, and write English fluently, and commit for six months. Those who speak Spanish fluently may participate

in the Spanish Literacy Program. If you would like to volunteer with Project Read go to <http://www.provo.lib.ut.us> for more information.

### NOTES

1. National Institute for Literacy, Frequently Asked Questions, <http://www.nifl.gov/nifl/faqs.html>.
2. Provo City Library, Project Read, The Mission, <http://www.provo.lib.ut.us/projread/about.html>.



Marcus McCoy

## Crandall Print Museum

by Natalie Whipple

Most people have no idea that Provo, Utah, is home to the only known working replica of the Gutenberg Press. Located at the Crandall Historical Printing Museum, this press and others are displayed so the public can see how books have been printed throughout the centuries.

Other famous printing presses at the museum include a Benjamin Franklin era press and an exact replica of the first press used to print *The Book of Mormon: Another Testament of Jesus Christ*. The museum also owns turn-of-the-20th-century machines, such as the Linotype and the Monotype, which mechanically crafted metal type for use in printing.

Tours are available Monday through Saturday upon request. There is a \$3 fee per person or a \$45 fee for a group tour. For more information call (801) 377-7777 or visit the museum at 275 East Center Street in Provo.



# Forgotten Women Redefine Modern Art

"Thoroughly Modern" comes to BYU Museum of Art

by Maria Molina

Brigham Young University's (BYU) Museum of Art celebrated the opening of an exhibition that is the first of its kind. *Thoroughly Modern: The "New Women" Art Students of Robert Henri* presented artwork from thirty-one of Henri's women students whose achievements are being recognized for the first time in art history.<sup>1</sup>

Considered the most influential art teacher of his era (1890s–1920s), Henri encouraged his students to find their own style and break away from tradition. Through art, he wanted them to capture life. In Henri's own words: "The thing to do is for each individual to wake up, to discover himself, as a human being . . . to look about, learn from all sources, look within, and find if he can invent for himself a vehicle for his self expression."<sup>2</sup> Students in Henri's art classes let natural talent flow freely. In addition to painting and drawing, these women expressed individuality through sculpture, furniture, and fashion design.<sup>3</sup>

As a result of Henri's encouragement, his students portrayed their personal beliefs in an era of changing technology and social attitudes. The advancements of the day inspired them; the harnessing of electricity and the invention of the automobile, as well as the construction of skyscrapers, were depicted through their art. The liberalization

and changing role of women as a result of the women's suffrage movement were also evident—they portrayed women as strong and independent. Another factor that influenced their art was the growing ethnic diversity due to the high immigration rate into the United States from the late 19th to the early 20th century.<sup>4</sup>

With the "discovery" of their art, modern art has been redefined. Since the 1950s, it has been widely known as abstract, like the works of Pablo Picasso.<sup>5</sup> However, the work of these women and Henri, their teacher, proved that much of the art from the early 1900s, was expressive of everyday life and people. Cheryll May, an educator at the Museum of Art, explained, "During the last ten years there has been a new movement to reclaim women who were cast in the shadow after World War II when theorists wrote women out of art history."<sup>6</sup> Through this exhibition, the art world "reclaims" these women and their contributions to modern art.

*Thoroughly Modern* is a product of four years of hard work. Marian Wardle, curator of the exhibition along with BYU art students who served as research assistants, collected information about Henri's women students' personal achievements. After strenuous research, the lives and artwork of 441 of these women were

discovered. Over 200 of them had pursued professional art careers and made significant contributions to the world of art.<sup>7</sup> Nathan Reese, an art history graduate student at BYU and research assistant for the exhibition, expressed that through his work he got to know these women and felt grateful to have been part of unveiling the achievements of these female artists.<sup>8</sup> A compilation of short biographies on these women and essays by various scholars was recently published in a book titled *American Women Modernists: The Legacy of Robert Henri, 1910–1945*.<sup>9</sup>

These "new women" were pivotal in spreading Henri's philosophy of expressing individuality through art. They taught in art schools, founded art programs, and displayed their art in many exhibitions, including the 1913 Armory Show, the most recognized art exhibition during the 1900s in the United States.<sup>10</sup> After almost one hundred years since their artistic careers and contributions, *Thoroughly Modern* recognizes Henri's women students and writes them back into art history.

## NOTES

1. Marian Wardle, interview by author, Provo, Utah, February 25, 2005.
2. Robert Henri, *The Art Spirit*, comp., Margery Ryerson (Philadelphia: J.B. Lippincott, 1923), 211.
3. Brigham Young University Museum of Art, "Thoroughly Modern," press release, January 10, 2005.
4. *Ibid.*
5. Chris Wilson, e-mail to the author, May 4, 2005.
6. Cheryll May, interview by author, Provo, Utah, February 25, 2005.
7. See note 3.
8. Nathan Reese, interview by author, Provo, Utah, February 25, 2005.
9. Chris Wilson, e-mail to the author, April 26, 2005.
10. See note 3.

**Far Left:** This painting represents the growing diversity in America during the 1920s and 1930s, specifically the growth of negro spirituals among the African-American community.

**Left:** Kathleen McEnery, one of Henri's students, portrayed herself as confident. This feeling of independence grew among women after the success of women's suffrage, and became a great influence in Henri's students' art.



Detail, Hilda Becher, *Go Down Moses*, 1936. Oil on canvas. The Becher Family Partnership. Image courtesy of the Robert Hull Fleming Museum. Photographer: Ken Burris.



Detail, Kathleen McEnery Cunningham. *Self Portrait*. Oil on canvas. Collection of Maria Cunningham.



# Reaching the Million Dollar Mark

## The UPS Foundation Donation Ceremony

by Marcus McCoy

**“Every year [the] UPS Foundation** gives BYU the single largest donation out of all organizations in the intermountain area,” said David Black, assistant director of LDS Foundation at Brigham Young University (BYU). This year’s donation of \$50,000 set the total funds donated from United Parcel Services (UPS) Foundation to \$1,000,000 over a period of more than thirty years.<sup>1</sup>

On February 28, at the Orem UPS distribution warehouse, a ceremony was held awarding this year’s donation to Multicultural Student Services (MSS). UPS executives, Utah Congressman Chris Cannon, MSS employees, other BYU faculty, and student recipients of the UPS Foundation scholarship attended the ceremony. Also in attendance were some of UPS’s hard working employees of the Provo/Orem area.

The UPS Foundation started in 1951 for a noble reason. “Throughout our history at UPS, we’ve found that we grow by investing not only in our business, but also in the communities we serve.”<sup>2</sup> In the early 1970s, John Maestas was in charge of funding for BYU’s Department of Indian Education. With Lee Gibbons, then Director of LDS Foundation, Maestas contacted UPS.<sup>3</sup> UPS gave its first donation of \$6,000 to help fund what is now Multicultural Student Services. After more than thirty years, the donations have continued, helping over 250 Native American students receive a higher education.<sup>4</sup>

Native American students at BYU that have reached sophomore status or above are those who benefit from the UPS Foundation donation. For many of the students who receive this scholarship, it would have been very difficult to personally pay for their tuition and support. Chris Freeman, a UPS Foundation Scholarship recipient,

explained, “It was a relief to receive this scholarship.”<sup>5</sup>

Not only does UPS invest in the community through this donation, it also serves as a catalyst to produce individuals who will benefit their own communities. Trista Jones, another UPS Foundation Scholarship recipient, works with the Special Olympics in the Provo community. The first year involved she just volunteered; this year she is the community director. Other student recipients also have desires to help communities outside their own. For example, Jill Cox, aspires to complete irrigation projects in Sudan, Africa.

This donation helps students gain a university education, which will provide them with future leadership opportunities. “You have a responsibility to get an education, not just for yourself but for your family and for the people you are going to be around,” said Cox.<sup>6</sup> Kimberly Mangum, another UPS Foundation scholarship recipient, said “[The scholarship] benefited me in receiving my degree so I can go

back to the Navajo Reservation and work for my people.”<sup>7</sup>

LaVay Talk, MSS Counselor, explained that a student’s GPA and service or leadership participation are analyzed when considering scholarship candidates. For students who would like to be future recipients of this scholarship, Jones suggests, “Seek out service opportunities because [there are] a lot of them out there. And they are fulfilling, and they open up [many] opportunities.”<sup>8</sup>

### NOTES

1. Lanny Gneiting, phone interview by author, Provo, Utah, May 13, 2005.
2. UPS Community, Philanthropy, <http://www.community.ups.com/philanthropy/main.html>.
3. Lanny Gneiting, phone interview by author, Provo, Utah, April 6, 2005.
4. LaVay Talk, interview by author, Provo, Utah, May 3, 2005.
5. Chris Freeman, interview by author, Provo, Utah, April 26, 2005.
6. Jill Cox, interview by author, Provo, Utah, April 27, 2005.
7. Kimberly Mangum, e-mail to the author, April 25, 2005.
8. Trista Jones, interview by author, Provo, Utah, April 27, 2005.



UPS executives, MSS employees, other BYU faculty members, and student recipients of the UPS Foundation scholarship gather after the donation ceremony. UPS represents consistency and determination to help and serve communities around the world. UPS efforts will help these students gain a university education so that they can serve the world.

# Brightest Star I See

## BYU Opens New Planetarium

by Tom Roderick

**Growing up, cloudless nights** found me lying on a grassy hill gazing at the stars. I would view the heavens, pondering what might exist past the vision of the human eye. Hope and dreams of what lay beyond provided a stimulus for an educational and enjoyable childhood.

Now I don't have to wait for a cloudless night. Brigham Young University (BYU) recently opened the newly rebuilt Sarah B. Summerhays Planetarium, a theater that doubles as a lecture hall. Benefiting students, faculty, and the general public, the new planetarium comes as a blessing to all who use it. They now have a greater facility than has ever been offered on BYU's campus.

Excited students and professors waited patiently as the planetarium was rebuilt. The older planetarium, built in 1972, seated forty-three people. Now, the theater has been expanded to seat one-hundred nineteen in order to suit class sizes and larger tour groups.<sup>1</sup>

"By having the larger planetarium, we can actually teach [astronomy]. . . . This makes it a better experience for students taking astronomy because rather than saying, 'Okay, we're talking about this. You'll see it when you go to lab [in the old planetarium.] And now we're talking about that, you'll see that later.' [With the new planetarium], professors can actually show the stars in the class," said Jeanette Lawler, supervisor of the new planetarium.<sup>2</sup> Many professors are excited about this because they no longer have to teach astronomy labs at 10 PM outside on cold, cloudless nights. The secret behind the abilities of the new planetarium come from its heart—the projector.<sup>3</sup>

Most modern day projectors use a digital projection system, which is limited by its resolution. Images appear very pixilated and fuzzy when viewed at high resolution. Referring to digital projectors,

Lawler stated, "All the stars are the same brightness, whether big or little. No astronomer finds this satisfying."<sup>4</sup>

The rebuilt planetarium features a state-of-the-art optical projector built by Carl Zeiss, the world-famous optical lens firm. The projector doesn't use a computer image of the sky, but rather a laser-imposed, computer-generated image on a photographic plate.<sup>5</sup>

The projector is accurate enough to show the starry night sky as seen through a powerful pair of binoculars. When viewed with such instruments, what appears to be a bright, blurry blob on the wall becomes a galaxy or a nebula. People who know basics about astronomy are easily able to recognize what they see.<sup>6</sup> Because of this projector, people now see the night sky as it really is, with colors, depths, and vibrance, not as various-sized blobs of light on a wall.

The projector features the ability to show the night sky from any location on earth at any point of history. "We can demonstrate what the night sky would have looked like from the Holy Land on the night that Christ was born," explains J. Ward Moody, professor of physics and astronomy at BYU.<sup>7</sup>

The new planetarium also serves as a powerful teaching tool for the community. Groups such as middle school students and cub scouts can come to see a planetarium show every Tuesday, Thursday, and Friday at 11 AM. And most Friday nights at 7 and 8 PM, the BYU Astronomy Club gives two planetarium shows featuring a different topic each week. At a price of two dollars, these shows provide a great opportunity for education and affordable recreation.

Perhaps the greatest benefit of this planetarium is the opportunity it provides to see the stars. Clear, dark nights can be few in number, but the new planetarium



Construction began on the new planetarium in 2004 and continued until early in the winter 2005 semester. When the planetarium reopened in April 2005, week-long free shows featured its new capabilities.

shows the sky with clarity no matter the weather or the time of day. It will spark the interest and imagination of what may lie just beyond our scope of vision for many years to come.

Planetarium shows are presented most Fridays at 7 and 8 PM. Tickets are \$2 each. Group shows are also available for any interested groups. Please call (801) 422-5396 to make group reservations. Tickets are purchased thirty minutes before the show at the door.

### NOTES

1. Jeanette Lawler, interview with the author, tape recording, Provo, Utah, May 2, 2005.
2. *Ibid.*
3. *Ibid.*
4. *Ibid.*
5. *Ibid.*
6. *Ibid.*
7. Michael Smart, "BYU Astronomy Unveils New Planetarium," *BYU News*, Tuesday, March 22, 2005, <http://byunews.byu.edu/archive05-Mar-planetarium.aspx>.



# Fallen Alumni

## BYU's Memorial Hall

by Marcus McCoy

**Memorials of those who have died** in combat are not built just to give the American population an opportunity to show respect. These memorials speak to us. Memorials “teach us much about the ideas that unite us in our diversity, the values that sustain us in times of trial, and the dream that inspires generation after generation of ordinary Americans to perform extraordinary acts of service. In short, our monuments and memorials tell us a great deal about America’s commitment to life, liberty, and the pursuit of happiness for all.”<sup>1</sup>

Over the duration of the Iraqi Freedom War, there have been two confirmed deaths of Brigham Young University (BYU) alumni: Lieutenant Nathan White and Captain William W. Jacobsen, Jr. BYU provided memorial services for the fallen soldiers to acknowledge and thank these men who gave the ultimate sacrifice in the service of their country.

### *Lt. Nathan White*

Showing his devotion to serve and protect his country, White entered the Navy as a pilot after passing up law school scholarships to both BYU and University of Texas.<sup>2</sup> Portraying White as an icon of patriotism, Elder Hartman Rector Jr., member of the First Quorum of the Seventy of The Church of Jesus Christ of Latter-day Saints said, “God bless America who can produce this kind of young man.”<sup>3</sup> Captain Patrick Driscoll, White’s squadron leader, said, “He was a man of strong moral conviction who believed that service was important.”<sup>4</sup>

### *Capt. William W. Jacobsen, Jr.*

“When the world asked who we will send, [Jacobsen] said, ‘Here I am. Send me.’”<sup>5</sup> These words show Jacobsen’s devotion to serve others, distinguishing him as a unique soldier and a loving man. Lieutenant Colonel Erik Kurilla, Jacobsen’s Battalion Commander said, “[Captain Jacobsen] is a man that the world should cry for from its

very soul because he is no longer here. . . . [He] was the most complete man I have had the honor and privilege to have enter and touch my life.”<sup>6</sup>

### *BYU's Memorial Hall*

The two memorial services ended in BYU’s Memorial Hall, which has been in the Wilkinson Student Center for thirty-eight years. The first dedication of the hall was December 8, 1967. President N. Eldon Tanner, then a counselor in the First Presidency of The Church of Jesus Christ of Latter-day Saints, offered the dedicatory prayer.<sup>7</sup> In 1995 the hall was decommissioned due to remodeling in the Center.<sup>8</sup> It was rededicated in 2000, the dedicatory prayer was offered by Elder Glen A. Overton, a member of the Fifth Quorum of the Seventy of The Church of Jesus Christ of Latter-day Saints at that time.<sup>9</sup>

### *Memorial Services*

At the end of the memorial services for White and Jacobsen, the names of these fallen soldiers, which now appear upon BYU’s Memorial Hall’s wall, were unveiled. Their names were placed with the highest prestige beside the names of 204 other BYU alumni who died in five previous wars: World War I (15), World War II (117), Korean War (10), Vietnam War (61), and the Persian Gulf War (1). Also imprinted on the Memorial Hall’s wall is the quote, “These we honor in grateful memory of these Brigham Young University students who gave their lives for our country.”

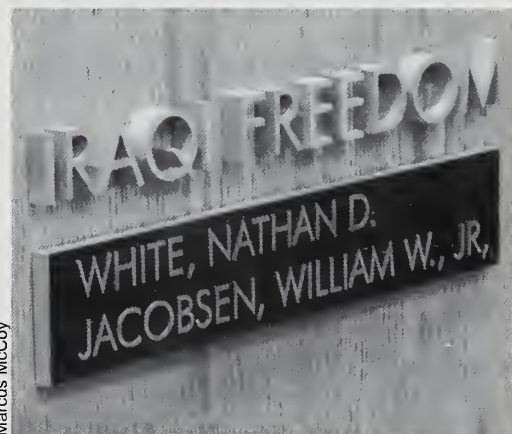
Speaking on the importance of remembrances to those who have fallen in the line of duty while serving in the armed forces, Colin Powell, former U.S. Secretary of State said, “Do not hasten through Memorial Day. Take the time to remember the good souls whose memories are a blessing to you and your family. Take your children to our

memorial parks and monuments. Teach them the values that lend meaning to our lives and to the life of our nation. Above all, take the time to honor our fellow Americans who have given their last full measure of devotion to our country and for the freedoms we cherish.”<sup>10</sup>

BYU invites families, alumni, students and visitors to the Memorial Hall, which is located on the second floor of the Wilkinson Student Center. For more information visit its website at <http://memorialhall.byu.edu>.

### NOTES

1. Colin Powell, “Of Memory and Our Democracy,” *USA Weekend*, April 30–May 2, 2004, 9.
2. Maurine Jensen Proctor, “Nathan White, LDS Pilot Shot Down Over Iraq, Buried at Arlington,” *Meridian Magazine*, <http://www.meridianmagazine.com/photoessay/030425soldier2.html>.
3. Emily Thomas, “BYU Soldier Memorialized for Service,” *BYU Newsnet*, November 9, 2003, <http://newsnet.byu.edu/print/story.cfm/46690>.
4. *Ibid.*
5. Lt. Col. (Retired) William W. Jacobsen, Sr., “Captain William W. Jacobsen, Jr. Memorial Service” (memorial service, Brigham Young University, Provo, Utah, April 1, 2005).
6. *Ibid.*
7. Col. Frank Clawson, “Memorial Hall Script” (rededication ceremony, Brigham Young University, Provo, Utah, November 7, 2000).
8. *Ibid.*
9. See note 5.
10. See note 1.



Marcus McCoy

The two newest names added to BYU’s Memorial Hall mark the first BYU alumni to fall in the Iraqi Freedom War. Though only two of many soldiers, these names represent all those who have given their lives in this war.

# Silent Virtuoso

## STUDENT SPOTLIGHT: TREVOR REED

by José Figueroa



**M**eeting Trevor Reed is a bit like listening to Mozart for the first time: the encounter itself is so uncomplicated that, if you're not a good listener, you just might miss the genius. Though certainly not a boring guy, you'd never guess that recently, he had one of his works performed by a symphony orchestra, nor that at twenty-four he's one of the premier bassists in the region. In fact, you'd be shocked to learn the whole truth about his resumé—that literally, it's *extraordinary*. He doesn't talk about those things, doesn't even hint at them.

One of Reed's first successes came during his sophomore year in high school when he won the Washington state competition in bass performance, a notable feat, even for a senior. He kept this set standard of excellence for the next three years, during which he managed to win the competition each year. Even in high school, Reed was gaining recognition for his exceptional skills.

A poignant memory for Reed is of leaving to serve a mission for The Church of Jesus Christ of Latter-day Saints, putting his music on hold for two years. While preparing to serve, he had to pass up numerous opportunities, including various scholarships and even admission to the prestigious Julliard School in New York City. But one of his biggest discouragements came when his

private lessons teacher, one of the foremost bassists in town, negatively responded to his decision. "Basically, he told me that I couldn't serve a mission and play bass at the same time," recalls Reed. "I was like, 'well, too bad. I know what I have to do' . . . and so I left on a mission."

"I didn't play for two years and came back and I was horrible. My hands—I couldn't even force the strings down anymore; I'd lost all the muscle in my hands." Reed, however, exercised the faith that he'd been teaching on his mission. "I asked the Lord to replace the talent that I had before, and I was able to play just fine, at the same level, in about a month," he says. "That taught me that even though people do say 'you can't do it' or 'you can't accomplish things like that,' if it's in the Lord's plan He'll make it come to pass. There's nothing that can hold you back."

In college, nothing could hold Reed back. He stood out among BYU's musicians, receiving a Laycock Center for Creative Collaboration Grant to compose a symphony for the BYU Orchestra. The symphony entitled, *The Plaza*, represented a young Native American boy who has aspirations of becoming a Kachina dancer, a masked dancer important in Native American religious ceremonies. The piece, influenced by his Hopi heritage, reflected Reed's creativity in music and story-telling. Humbly, he helped people learn of his Native American culture through the influential medium of music.

Trevor Reed is a sort of silent virtuoso. Though music flows freely from him, there's no noise of self-acclamation, no

self-inflated prima donna. An anguished soul perhaps? Not a chance. He's as cool as a dreamsicle in July; down to earth and funny (sometimes cheesy), he possesses the instrumental brilliance of a near Paganini, the playful creativeness of a Schumann, and the everyday humor of Bill Cosby.

But for someone so brilliant in the area of music, he's a very diverse person, effortlessly conversant on topics ranging from math to sports to law and politics.

"I'm diverse in my interests," says Reed. "It helps me to be able to relax a little bit in my life, help keep a level attitude. . . . Passion is very important . . . but you can't be passionate about just one thing in your life or else it takes over. You have to be able to stretch yourself in as many directions as possible [or] you'll stunt your growth."

So what does the future hold for this six-foot-three Seattle native? In August 2005, Reed will complete his bachelor's degree in music composition at BYU. He then plans to pursue a graduate degree in arts administration, having already been accepted to the University of Washington. His greatest goal, however, is to open music conservatories in South America, especially for the people of Chile. "There needs to be something to counteract all the violence we see," he explains. "Music has the potential to bring about peace in the world."

The longer you know Reed, the more you realize that he really doesn't fit into just any *one* category. He's just himself. And that makes you smile, because knowing Reed helps you to understand that life shouldn't be so serious; it's an adventure to be lived.



# Fulfilling the AIMS

## STUDENT SPOTLIGHT: LYNN SU

by Maria Molina



During her time at Brigham Young University (BYU), Lynn Su's experiences and achievements have allowed her to fulfill the *Aims of a BYU Education*. BYU strives to make its education spiritually strengthening, intellectually enlarging, and character building, as well as instill in its students the desire for lifelong learning and service.<sup>1</sup>

Spiritual development is one of the most important aspects of Su's BYU experience. Her first contact with The Church of Jesus Christ of Latter-day Saints came as a young child when her sister invited the missionaries to visit their home in Philadelphia. After hearing the missionary lessons, she was baptized at ten years old, along with her three older siblings. Yet, she feels that her true conversion came while at BYU. "Taking religion classes and studying the scriptures more . . . I really felt that burning in my heart, knowing that the Church is true," she explained. "This is the best time in our lives to . . . learn more about the gospel."

Su has also had opportunities to develop spiritually through Church service, most recently as a ward missionary where she helps strengthen members of the Church in her area. "I've become more sensitive to the needs of others. I notice that in my daily life I tend to observe what others are doing and what they are feeling." Su realizes her

ability to approach people, talk to them, and make them feel comfortable around her. This gift helps her not only fulfill her Church service, but also her service in the nursing field.

As a senior majoring in nursing, Su considers patient contact the most rewarding part of her major and is currently working at Utah Valley Regional Medical Center's (UVRMC) Intensive Care Unit. "I really enjoy the ability I have to heal others in a way they can't . . . [nursing] is basically the healer's art." She loves nursing because it "isn't all just about technology or medicine. . . . [As a nurse] you have to look at the psychological issues, the emotional issues, and the spiritual issues."

Aside from her service at UVRMC, Su has excelled in her academics at BYU. Long before college, she realized the importance of education. As a Chinese-American, she faced prejudice in school while growing up in the inner-city of Philadelphia. As she grew older and entered high school, Su realized that in order to overcome these obstacles, she needed to be herself and work hard. "In my culture education is . . . stressed, and that's the reason why I came out to college," explained Su. "We can really obtain what we want to. People think of college as really hard, but I don't think it's really hard. As long as you work hard, you can obtain it. If you want to get an A, you can do it."

Su's experiences with academics and service have been a major part of her character development. Her personality brightens anyone's day. When asked about her life's motto, she confidently replied, "Optimism! If you're determined to do

something, you can do it . . . nothing is impossible." With a positive outlook on life and a determination to work hard, she is proof that you can achieve your goals.

Of her many experiences at BYU, Su recalled one that helped her gain a new perspective. On her way home after doing poorly on an exam, she saw a little Hispanic boy playing outside. She shared, "He look[ed] at me and sa[id] 'Hi.' I replied 'Hi,' and he just said 'I love you.' That's all he said. . . . I was so touched because I was busy thinking about myself—about the exam—that I forgot there are greater things in life than these exams." She learned, "There are two sides of the picture you can see, the happy side and the unhappy side. You choose your own attitude."

Su recently returned from a study abroad trip to Accra, Ghana, where she was able to uplift others. She served at a neonatal intensive care unit of a hospital, teaching community members how to care for newborns. In addition to this service, she gained knowledge from traditional medicine men. "Education is one of the best things we can do in our life," asserted Su.

After graduation, Su plans to continue working as a registered nurse and attend graduate school to become a Nurse Practitioner. With her knowledge of Cantonese and a successful BYU education, Lynn Su is ready to serve not only her own people, but many others through her optimism, hard work, and diligence.

### NOTE

1. Aims of a BYU Education, <http://unicomm.byu.edu/about/aims/>.

# Her Own Way

## ALUMNI SPOTLIGHT: ADA DE HOYOS

by José Figueroa



Marcus McCoy

“She’s always had her own ideas,” said Evelia de Hoyos, speaking of her daughter Ada. “She was difficult to control because she always wanted it her way.” Ada smiled admittedly. But though she’s always been a very bold, tenacious person, through the years, Ada has displayed a natural propensity to be humble. Her own way has most often been the Lord’s way.

Growing up with two brothers taught Ada how to be fearless. “She became an expert swinger,” said her mother, remembering how she used to jump off the swings with her brothers, landing on a table below. No one was ever hurt, but it was clear that she was never afraid of much. Ada also worked hard at dancing, something that she’s always loved. As a little girl, she began to learn the *folklorico* dances of Mexico, difficult dances requiring skill and intense practice. At the same time, however, she also loved jump rope. In an incredible feat of stamina and agility, she combined the two, dancing *while* jumping rope at the same time.

But incredible feats are just part of her life’s vocabulary. After graduating from high school, Ada decided to be adventurous. “I’m going to the United States,” she told herself. “I’m going to learn English; I’m going to stay and study at [BYU].” But

it wasn’t that simple. A new life in the United States was difficult; she didn’t know anyone and the customs were different. English, however, was her biggest obstacle. An observer by nature, she remained quiet for a while.

“I didn’t know anything, not even how to say my name,” Ada said smiling, thinking back on those days. “I tried hard. For a whole year . . . I really couldn’t speak. But I decided one day, ‘I’ve got to speak [English].’” She started from scratch by moving to a new area. This new setting took her out of her comfort zone as she tried hard to learn English, speaking everywhere she could. With time and persistent determination, she learned English well enough to communicate fluently. This was reflected in her GPA, which, one semester at BYU, was a near 4.0.

An important aspect of Ada’s life has been her spirituality. She’s done everything to put that first. Speaking of her testimony of the gospel, Ada said, “I always knew, but I had to study it out to feel it. Since then, nothing has been able to move me. I think the foundation of my faith . . . [has] been a certainty since I was a little girl.”

Because she has been persistent in her faith, Ada has been able to draw strength from the temple.

“I had that written in my schedule, when would be the best day and time to go to the temple,” she recalls, remembering how she went through college without missing one week of temple attendance. “I wouldn’t

have been able to [make it through college] without the temple.”

The happiness that comes from living the gospel of Jesus Christ is reflected in Ada’s smile. Like her character, it’s constant. It’s a smile that makes you feel instantly comfortable. When I asked her about that, the secret of her smile, the response I got was interesting.

“My brother taught me to smile,” she said, explaining that soon after coming to the United States to study, her best friend passed away. Ada found it hard to deal with, but her brother helped her see how she can make people happy just by smiling. A shy person by nature, this was something new for Ada to tackle, but she did. She wanted people to know what kind of a person she was by just looking at her.

After years of struggles, her persistence and boldness paid off. She graduated from BYU with a bachelor’s degree in recreation management and youth leadership. But that’s not the end of her learning. She plans to obtain master and doctorate degrees. “I love dealing with people,” she said. “I love to teach and I definitely want to be in a classroom teaching. It gives me great satisfaction when a person learns something. . . . It’s not what I teach, but that I am teaching.”

In her life, Ada has been able to accomplish a lot. Although she’s been through many different experiences, Ada has found a way to make them count, by being tenacious and bold, by doing things her own way.



# Family Harmony

## ALUMNI SPOTLIGHT: SAM FONOIMOANA

by Joshua Molina



The Fonoimoana Family, **Back Row:** Danielle; **Middle Row L-R:** Sabrina, Sam; **Front Row L-R:** Julia, Tama.

The soothing harmony of Polynesian voices could be heard any given Sunday at the Fonoimoana home in Azusa, California. Originally from Hawaii, Sam Fonoimoana and his family used their musical talents wherever they went.

Growing up, his parents worked for the mentally ill at a home established by his grandfather. There, young Fonoimoana and his siblings helped out as well. “We were working for free . . . whether it was watering the grass or whatever [was needed],” he explained. “I have nine sisters and two brothers . . . so there were a lot of little helpers around.” Sometimes, especially during holidays, they gathered with the residents and played songs. Fonoimoana recalls, “[We played for them] sometimes at Christmas parties and gatherings. Some of them liked to sing, too. I would just get on the guitar and let them sing. It would put smiles on their faces.”

Fonoimoana used his musical talent while in high school, forming a musical group with his brother and a few of his cousins. “I like to sing mostly in a group. I don’t consider that I have a good solo voice,” he explained. “I like to harmonize.” He later used those harmonizing

skills when he was called to serve as a missionary in Costa Rica for The Church of Jesus Christ of Latter-day Saints. “We’d sing every once in a while

for mission conferences, zone conferences, and in our ward. I would sing with some of the other Polynesian [missionaries],” he recalls. “I think it really touched those people out there in Costa Rica, because they don’t really hear that kind of music. [They would ask.] ‘What is it?’ It really touched them in a different way.”

When he returned from his mission, Fonoimoana attended Brigham Young University (BYU), where he graduated in business management with an emphasis in entrepreneurship. He also made it his business to meet a very special lady, Sabrina, whom he later married in her native Tahiti. She added to the new family her love for music, and brought her passion for dance.

Fonoimoana has kept the musical tradition in his new family. At home they have a piano and a guitar that they play for each other during family time. “[My children] are starting to pick up on it,” he said. “Sometimes they hop on the piano and pound the keys. My boy doesn’t say any words, but he’s shouting, saying something! I think slowly they’ll catch on.”

Even as he juggles his family life, his own exporting company, and works on a master’s degree in business administration, Fonoimoana still finds time for the

spiritual part of life. “When we sing songs with good messages it has a way to bring certain emotions and certain feelings. A song usually can bring . . . good memories and put me in a good mood,” he explained. In order to balance his responsibilities, he strives to be in tune with the Spirit. He stated, “Just being able to recognize the Spirit is important as well; in everything, in school and work, in making good decisions.” He quoted the scripture, *For my soul delighteth in the song of the heart; yea, the song of the righteous is a prayer unto me, and it shall be answered with a blessing upon their heads.*<sup>1</sup> Because of Fonoimoana’s love of music, his life has been truly blessed.

He remembers his experience caring for the mentally ill as a youth. “I guess in taking care of them our parents always told us that they’re special. I was kind to them and I try to be kind to everyone else,” he recalls. Contrasting their disabilities with the health that most people enjoy, he said, “A lot of times we take it for granted. Working for them helped us realize how lucky we are and how blessed we are.” He has set an example for others around him to follow.

Fonoimoana’s mellow and sincere attitude makes anyone around him feel at home. He has goals he is resolved to reach. Looking into his big Polynesian eyes, one realizes that his life *is* in harmony.

### NOTE

1. Doctrine and Covenants, 25:12.





# Xpeditions

## *Climbing to Success*

by José Figueroa

"To make your class boring—is that the purpose of an English teacher?" said Shule Corona, grinning.

"Yes!" the students shouted back jokingly. But after a few minutes with Corona, the students found that English can really be exciting. She produced lyrics to the Black-Eyed Pea's song "Where is the Love?" a popular song among youth that exhorts people to do their part in a world full of problems. After she explained the lyrics, she invited a few students from the class to perform the song. As Peter Reid, an eighth grade student from Farrer Middle School, performed vocal percussion, the entire class joined in to sing with Corona, occasionally nodding their heads in agreement with the lyrics. It was clear that the song was different, somehow electric after Corona's discussion on the importance of words and their meaning. Corona went on to explain how words are such an important part of our lives. During the rest of the class time, the students were absorbed in the lesson.

But this wasn't a normal day at a public school. Corona, a teacher at Independence High School, was volunteering her time at Xpeditions, a one-day program at Brigham Young University (BYU) sponsored by Multicultural Student Services (MSS). Designed to promote social, educational, and personal development in students entering high school, Xpeditions invites multicultural students of Asian-American, Pacific Islander, African-American, Native American, or Latino descent to participate in the experience.

Tiffany Morgan, assistant recruiting coordinator at MSS, who coordinated Xpeditions, remarked "We bring them up here for a day . . . [to] help them get ready for high school and help them understand that even the first year of high school is the start of their academic career."<sup>1</sup>

Xpeditions focuses on helping students know they can and should be successful in high school. For many students, entering high school is both exciting and intimidating. Some struggle to

Kaleo Li from Oak Canyon Junior High found success high off the ground. Xpeditions students discovered their potential during activities such as rock climbing, trampoline basketball, and volleyball.



adjust to the environment, which is often completely different than middle school. It's an important crossroad where success comes only through their decision to achieve. Morgan explained the importance of their success: "[Xpeditions] helps them prepare for ninth grade . . . And success in high school will help them in college or wherever they go afterwards."<sup>2</sup>

The day-long adventure teaches more than the books. Besides teaching students how to prepare for high school and college, they also have the opportunity to discover new skills through exciting activities. "Discover Your Potential," this year's theme, was emphasized in each of the fun workshops and activities. Throughout the whole process, students were encouraged to find out what motivates them to succeed and how they can better solve problems.

Students rotated through classes focused on helping them prepare for success in their education. The English class, taught by Corona, was focused on showing how studying English can be fun.

Another class, appropriately named "The Happy Factory," taught students the value of service to others. Here, students helped make wooden toys for underprivileged children all over the world. In charge of the Happy Factory were Rachel Gonzales, Nicole Herrera, and Ikani Taumoepeau, BYU multicultural students, who not only taught the students how to assemble little wooden cars, but also how to have fun serving others.

"You might think this is a wooden cylinder, but it's actually a GPX 5000 Wood Master," said Taumoepeau, joking as he explained the process. "But seriously, when you're making toys, make it like it's your best toy."

As Herrera told the stories of children who receive the toys, the class grew silent.

"He owns something. Can you see his smile?" asked Herrera, holding up a picture of a child who had received a wooden toy. "Even though these toys are very simple, they affect people."

"I felt like an elf," said one of the students, when asked what she thought of the workshop. "It felt great because I knew where they were going and who they were going to help."

During the second half of Xpeditions, students rotated through a series of activities, whose central purpose was to emphasize the theme, "Discover Your Potential." Activities included rock climbing, trampoline basketball, and water rockets. The exciting activities encouraged students to give it their all and to have fun. As they scaled the rock climbing wall and bounced high into the air, they gained a new sense of accomplishment.

While students had fun learning at the activities, parents had the opportunity to attend a special meeting that assisted them in obtaining valuable information to help their students on the road to academic success. They found out more about BYU admissions, financial aid, scholarships, ACT preparation, and college preparation programs. Sam Brown and Cristiano Ruy, MSS counselors, addressed parents, answering questions concerning criteria for BYU admission and scholarships. "We want to get to know your students," said Ruy. "We want to get to know their story."

Perhaps the Xpeditions experience would be best summed up in the words of BYU football player, Wayne Latu, who addressed the students during lunchtime. He urged students, "Set your sights high. Choose your goal and go after it." Xpeditions helps students realize that they can achieve any goal they set. High school is only the beginning of what can be a lifetime of success.

**NOTES**

1. Tiffany Morgan, interview by author, Provo, Utah, tape recording, May 5, 2005.
2. *Ibid.*



Ikani Taumoepeau, a BYU student from San Francisco, California, helps participants understand that service is serious business.



Eighth graders used teamwork to make their way through the Priority Minefield, one of the activities geared to promote unity.



# Words

FROM THE WISE



## BYU GRADUATES SHARE SECRETS FOR SUCCESS

by Trevor Reed

Last April, many of Brigham Young University's (BYU) multicultural students had the experience of holding their own college diploma. For them, a diploma represents far more than just passing four years of classes, it is a symbol of their personal quest to obtain wisdom. Graduates came to BYU with intentions such as those expressed by President Gordon B. Hinckley, "You came because you wanted the BYU experience, although perhaps you could not define it. . . . It should—it must—leave an everlasting impression upon you. . . . It should become an inseparable part of your very nature, something almost intangible but of great substance."<sup>1</sup> For these recent graduates, the BYU experience has permanently changed their lives. *Eagle's Eye* (EE) interviewed Tashina Clark (Columbus, Indiana), Rijon Denetclaw (Gallup, New Mexico), and Siobhan Ollivierre (Mt. Vernon, New York), all multicultural BYU graduates, and asked them to share their feelings about BYU and give some insights to our readers on how to have a successful college experience. This is what they had to say.

### EE: What made you decide to come to BYU?

**Siobhan Ollivierre (SO):** College was not always in the plans for me. Growing up in New York City, I didn't think about it much. I worked my hardest and raised my [grade point] average from 2.0 to 3.5 upon graduation. I thought about college then, because I knew that it would offer me more opportunity in life if I went. I was accepted by some of the schools and decided to come to BYU for the experience it would give me among other [Latter-day Saint] peers.

**Rijon Denetclaw (RD):** It was never my intention to go to college after I graduated from high school. I planned on becoming a musician. However, finding that my time was consumed by a dishwashing job and [that] the conditions weren't all too glorious, I figured it would be a good idea to go back to school and get an education. There were two factors that helped me make up my mind to come to BYU: religion classes and finding someone I could marry.

### EE: What were the keys to your success as a student?

**Tashina Clark (TC):** The biggest key to my success as a student was keeping everything organized. Ever since I began writing down what things I needed to do each day, week, or month I have rarely made big [planning] mistakes . . . I didn't find it too difficult to maintain a balance. I simply took advantage of the time I had. I used it wisely, rest-



Marcus McCoy

A handful of multicultural graduates gather for commencement in April 2005, ready to go out into the world and make a difference.

**Front Row L-R:** Rijon Denetclaw (BS, psychology), Tashina Clark (BS, social work), Gloria Dominguez (BA, philosophy), Siobhan Ollivierre (BS, sociology), Ny Peang (BS, information technology)  
**Middle Row L-R:** Candi Tulley (BS, psychology), Andrea Worthen (MPA, JD), Veronica Barlow (BS, marketing management), Brooke Ollerton (BA, political science) **Back Row L-R:** Omar Taveras (BA, political science), Mehana Jansen (JD), Vania Thomsen (BS, marriage, family, and human development), Matthias McCormick (BA, linguistics).

"I did what I could.  
I studied  
the best I knew how,  
and then  
I held on for  
dear life."

—Tashina Clark, BYU Graduate

ing when I needed to. . . . If you are realistic then it is much easier to get everything done that you want to.

**SO:** Keys to success as a student are hard work, diligence, organization, and faith. [Success] requires a willing heart and the work to back it up. Diligence is especially important because at times our tasks may seem daunting and very hard, but if we stick with it and continue to do the best we can, [we] will persist on and build our character further. Organization is also key because as students learn what activities they can handle in their schedule . . . they can know what is best for them.

**EE: What was your hardest class? How did you get through?**

**TC:** The class was Humanities 260, Humanities of Latin America. While I enjoy listening to music and looking at artwork, it tends to be very difficult for me to study it in depth and read a lot of things into or out of it. How did I make it through [the class]? I did what I could. I studied the best I knew how and then I held on for dear life. I gave what really was an A effort for me and my abilities; honestly, I tried harder in that class than any other class I've had.

**SO:** My most challenging class in college was Calculus. Instead of giving up I stuck it out, studied hard, and asked others for help. I gave it a good fight.

**EE: What service projects did you participate in at BYU?**

**TC:** For one of my classes, I volunteered at the State Mental Hospital. I had never been in a setting like that before and my confidence was definitely lacking as I first started out there. However, I was able to learn much as I talked and worked alongside the residents. I was able to see past the illness or disorder that brought them there and I began to feel for them the love that Christ and our Heavenly Father must feel for us. I found that I was learning and growing so much more than I'm sure any of the residents there learned from me.

**RD:** I remember while at BYU I read text books [for blind students] while my voice was being recorded. Though I did not see the person who heard my voice, it was enough for me to know that an ability I had that another did not was being used for good.

**EE: What clubs were you involved in. What was it like?**

**TC:** For a number of years I participated in the group known as One Voice. This group gave me the opportunity to meet people on campus and then we would work together with the youth of the area, particularly multicultural high school students. My advice for those students who are contemplating extracurricular activities: Just do it. Even if you think you don't have time, you'll be surprised at what you can accomplish . . . This is the time when we have the freedom and opportunities to be involved, to have fun, to do things that quite frankly we won't always be able to do.

**SO:** I participated in several clubs during my time at BYU. I participated in the service organization Circle K, the Black Student Union, and the Society for Human Resource Management. My advice to students is to check out the different clubs and see what works for you. Being involved in the clubs gives [students] a sense of fulfillment and joy. So do what makes you happy and will help to make your time at BYU a great experience.

**EE: What impact did BYU have on your spiritual growth?**

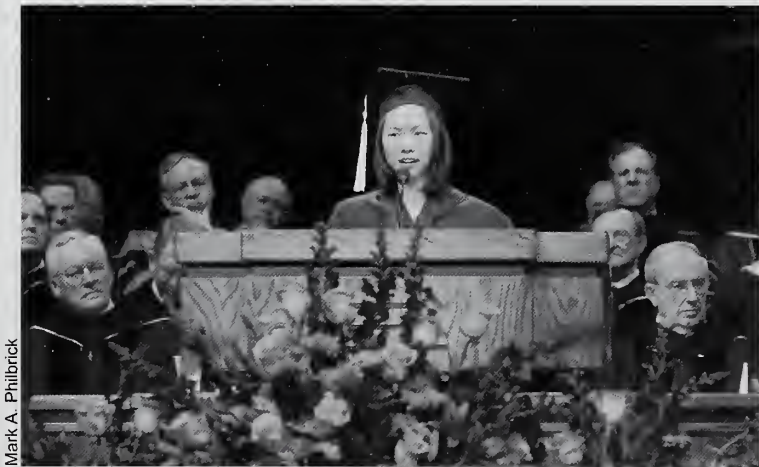
**TC:** I grew up in an area where I was one of two active LDS students in my school. Things were very different there. Since coming to BYU, I found that my testimony has grown immensely. Mostly I would suggest that this is due to being surrounded by good friends and examples. I will be forever grateful for the opportunity that BYU has given me to make my religion the building stone of my life.

**SO:** My BYU experience has had a tremendous impact on my spiritual growth. Through the different callings that I had [I experienced] leadership responsibilities in The Church [of Jesus Christ of Latter-day Saints]. It was at BYU that I decided to serve a full-time mission for the Church and had incredible experiences there. I always thought it was amazing how the professors integrated the gospel into the curriculum.

Multicultural BYU graduates leave Provo with a variety of degrees and majors and each has their own unique story. One thing each graduate must demonstrate, however, is the desire and faith to finish their coursework and receive their diploma. Through their studies at BYU, students find they are changed by the spirit that exists on campus, and their hopes and dreams reflect that change as they move on to serve the world. *Eagle's Eye* congratulates all multicultural graduates and wishes them well in their future endeavors.

**NOTE**

1. Gordon B. Hinckley, "The BYU Experience," (devotional address, Brigham Young University, Provo, Utah, November 4, 1997).



April 2005 commencement speaker, Shuei Chen Valerie Woo, spoke of her experiences giving service at BYU. Like many graduates, some of Woo's fondest memories were when she took time out of her busy schedule to serve others.

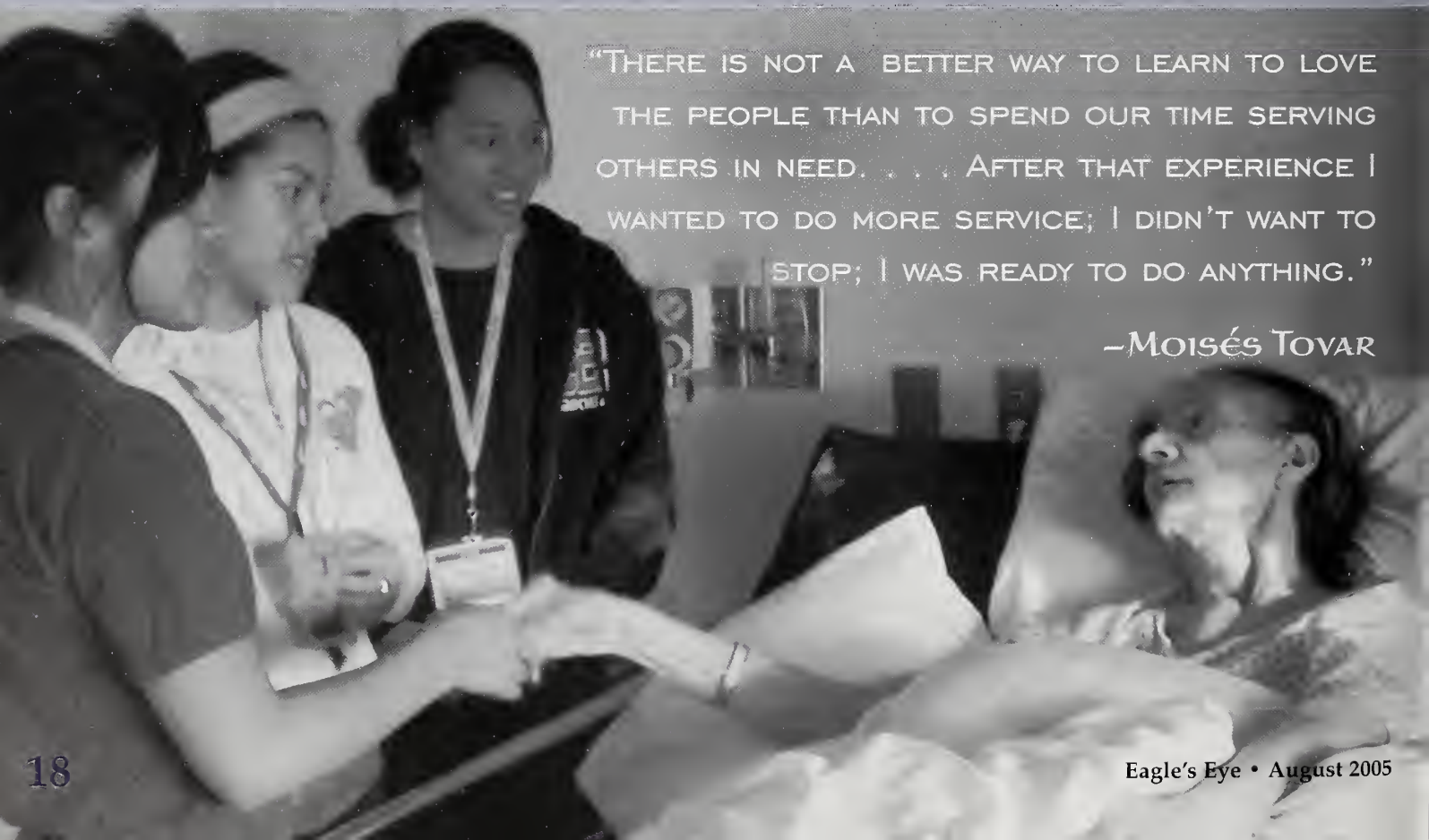




Marcus McCoy

# SOAR 2005

A COLLEGE PREVIEW



"THERE IS NOT A BETTER WAY TO LEARN TO LOVE THE PEOPLE THAN TO SPEND OUR TIME SERVING OTHERS IN NEED. . . . AFTER THAT EXPERIENCE I WANTED TO DO MORE SERVICE; I DIDN'T WANT TO STOP; I WAS READY TO DO ANYTHING."

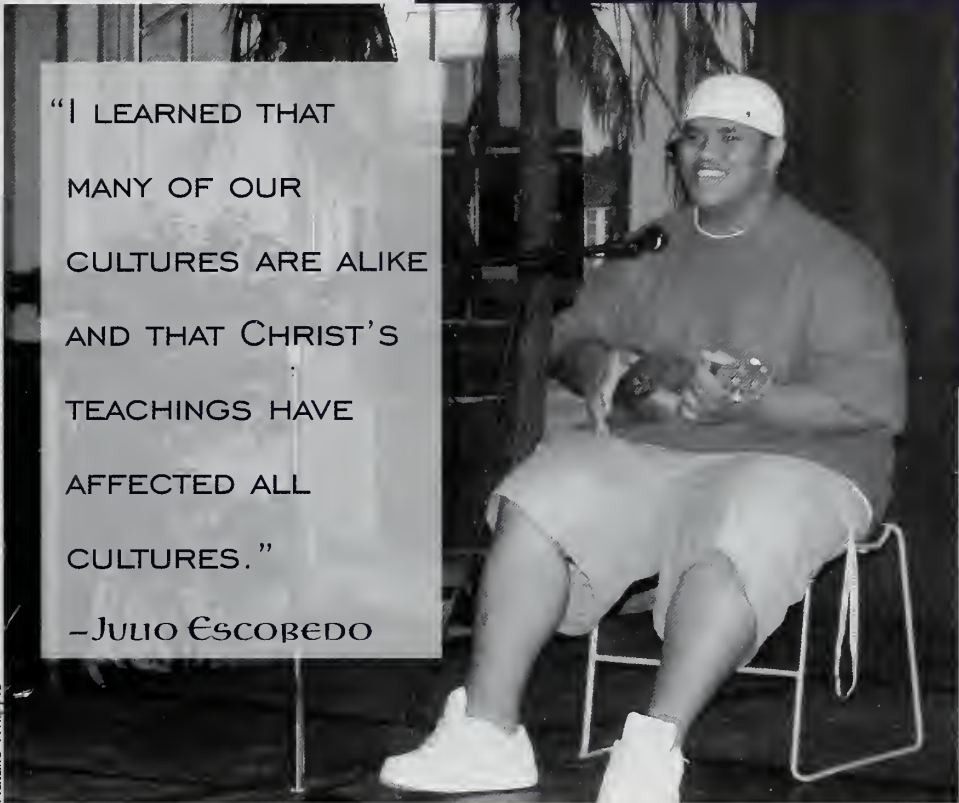
—MOISÉS TOVAR



**Facing Page Top:** The first day of SOAR, students learn teamwork as they brave a ropes course. Moisés Tovar, a student this year, tells, "My best experience was when I was climbing a wall. When I stopped, just a small distance from the top, I was about to give up. However, the SOAR students below me . . . cheered for me and encouraged me to keep climbing. Despite my weary arms and legs, I [said] a fervent prayer and I finally reached the top! That experience taught me that we should always search for friends that would help us reach to our potential and encourage us to do our best."

**Right:** Students share their heritage at Culture Share, which teaches them to be proud of their culture and accepting of others'. At the third session's Culture Share, Tama Crichton, a SOAR student from Provo, Utah, shared a Polynesian song with the group.

**Facing Page Bottom and Below:** The service project helps students enjoy giving service. SOAR student Jamie Kim shares, "I was able to do service in the best way possible for me at that time. I always wanted to visit the elderly. . . . It turned out to be spiritually uplifting as we visited some of the elderly and sang hymns with them. One of the hymns in particular really touched me, as we sang 'The Battle Hymn of the Republic.' The last words of the hymn are 'his truth is marching on' and that made me see that it is our turn as youth to step up and do our missionary work."



by Natalie Whipple

Going to college is a big change. Thinking back to my high school years, I remember how nervous I was to move on. Would I get accepted to the college I wanted? Would I have the money to attend? Would I have good roommates? All of these questions and more crept into my head as I faced my final year of high school. I wished I could have known what it was like before I made such important choices. Also, I wish I would have known that Brigham Young University's (BYU) Multicultural Student Services (MSS) had just the program to help me with my college entrance worries.

One of MSS's most successful programs, SOAR (Summer of Academic Refinement) helps hundreds of multicultural high school juniors prepare for successful college admissions and careers. Students experience all aspects of college as BYU student counselors guide them through a week of academic, social, and spiritual training. As Ann Marie Lambert, Director of SOAR, says about its success, "It gives kids a head start to college . . . We find 95 percent, even higher, [of SOAR] students are attending college."<sup>1</sup> During that week, attendees learn what to expect in college as they experience the academic, social, and spiritual aspects of higher education. By attending SOAR, students can have a glimpse into college life, which offers added perspective when making important life decisions.

"There are several benefits that students gain from the SOAR experience in relation to college," says Jesse Fox, a 2005 SOAR counselor. "The ACT and academic part of SOAR can help students to gain the scores they need to enter the colleges they will apply for."<sup>2</sup> SOAR provides a sound academic environment where students have the chance to take the ACT after a week's worth of prep classes. These classes go over each section of the ACT and give students opportunities to answer practice questions and learn test-taking strategies. At the end of the week, students take the ACT.







**Above:** SOAR students explore the amazing BYU campus during a tour of the many facilities used for hands-on learning. From the science and technology labs, to the graphic design and music labs, students see what BYU has to offer beyond the typical classroom.

**Below:** Students are taught everything they need to know about coming to college—from applications to financial aid to choosing a major. SOAR student Valerie Fonoimoana explains, "We did one activity called Choosing a Major where we went to stations that focused on different majors. We were able to ask questions and to receive some information about the major of our choice. This really helped me narrow down on my decision for what I want to major in, and if BYU is a good school for that major. The admissions class was also very helpful because I had no clue what to do. Now, I know exactly what to do. And if I have any questions I know who to call."

Not only does SOAR provide extra help in preparing for the ACT, it provides thorough classes on academic decision making. "It helped me look at my options and how to make better choices," says Tipaleli Fotu, a previous SOAR student. "It helped me decide that BYU would be the college I would attend."<sup>3</sup> These classes include topics like choosing a major, choosing a university/college, finding financial aid, and other useful tips for college preparation and success. Lisia Uyema, another past SOAR student, expressed her feelings on SOAR's academic side, "SOAR influenced my academic choices because I was able to see what the different majors have to offer. One day at SOAR there were different booths of the different schools that make up BYU-Provo and that helped me to think about majoring in elementary education or nursing."<sup>4</sup>

But these academic classes still do more than provide information about college, they show students that college is possible. "Most importantly, SOAR encourages multicultural students to live their dreams and to receive an education. It encourages them to stand out and make a difference by doing what is right," says Alina Gutierrez, a 2005 SOAR counselor. "Students gain perspective. They learn to see college as more of a priority. They begin to realize the importance of working towards an education."<sup>5</sup>

Of course, college is more than academics, and so is SOAR. Lorena Garcia, a 2005 SOAR counselor, explains, "It gives the students a network of faculty, staff, and peers that they can turn to when they have questions and concerns and who guide them through the application process as well as the transition into college."<sup>6</sup> Students spend the week making friends with each other and the staff at BYU as they participate in several team building activities like the ropes course and hike to the "Y." These experiences provide students a social network outside of their



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—ALENA LOPEZ



Marcus McCoy

**Above:** A major part of SOAR is preparation for the ACT, which helps students with each test section. At the end of the week, students get a chance to actually take the exam. Jamie Kim relates, "The actual ACT examination helped me, as I had not taken it yet, and it opened my eyes [to] what I have to work on. It also helped me realize that I really have to shape up academically to reach my goal of going to BYU."

hometowns and teach them how to get along with others in a university atmosphere. Paul Ovuoba, a past SOAR student, shares how SOAR's social side has effected his life, "I developed very strong friendships and camaraderie that has lasted until today."<sup>7</sup>

Ken Shin, another 2005 SOAR counselor, adds further light to the social aspect of SOAR, "They will make friends, and most importantly they will meet a variety of students from across the country who have a similar background and moral standards as themselves. There is strength that can be gathered from that."<sup>8</sup> Students manifest this strength when they gather to share their cultures with each other. From this sharing they begin to see the power of unity. As Uyema expresses, "Everyone who was at SOAR came from different cultures, but when we all came together we all knew that we all came from the same place and that was we are all children of our Heavenly Father."<sup>9</sup>

And still, SOAR reaches beyond the academic and social sides of college life. Lambert explains the program's third essential focus, "We really focus on helping them see how spirituality can be part of college learning."<sup>10</sup> Yes, students come to learn about college and make friends, but they leave with something more important—a stronger testimony of the restored gospel of Jesus Christ. SOAR participants have the opportunity to visit Temple Square in Salt Lake City, headquarters of The Church of Jesus Christ of Latter-day Saints, and feel the Spirit as they view the Church-produced film, *The Testaments of One Fold and One Shepherd*, a piece depicting the coming of Christ to the American continent. "For many students their week at SOAR will help them to build or gain testimonies," says Fox, "which will be a great help for them in their lives back home and in school."<sup>11</sup>



Charlotte Tateoka

**Above:** Many SOAR students learn just as much about their own culture at Culture Share as they do about other cultures. During the first session, Diedra Vasquez, a SOAR student from Chinle, Arizona, shared her Navajo traditions with everyone. Moisés Tovar tells, "Seeing everyone sharing their cultures helped me learn about them and where they come from. I had fun just seeing different culture items that everyone brought to SOAR. . . . This caused a great desire to want to become familiar with my own culture because I was only nine months old when my family moved from Mexico to the United States. I've concluded that if I start learning about my culture, only then would I find out more about who I am."





**Above:** Students participated in a variety of service projects at SOAR. From visiting the elderly to cleaning yards to painting houses, students used their hands to benefit the Provo community. Many students had the opportunity to beautify homes as they worked to clear the yards of weeds and paint houses with a fresh coat of paint. After they had finished their work, they gathered together to share the spirit of service in a brief testimony meeting before nightly devotional.

**Below Left and Right:** No matter what service students performed, they learned that the Spirit attends those who give their time to others. SOAR student Sarah Logo tells, "My group was assigned to scrub the floors, and we were on all four hands and knees. But before the project began, Lucky F[onoimoana, an MSS counselor,] spoke to us saying this is the Lord's work we're doing. So every time I thought of stopping and just giving up, I thought back on his words, and thought of how the Lord has greatly blessed my life, and I would feel all this energy come through and start working again."



Along with this spiritually enriching trip to Temple Square, students participate in a service project and counselors prepare nightly devotionals to further uplift the students. The service project and devotionals, combined with the trip to Salt Lake, provide students with that needed balance between academics, socialization, and spirituality. "At SOAR, I learned how to gain a stronger testimony," says Uyema. "Being away from my family, I learned to rely on the Lord that entire week, asking in prayer to help me build confidence and just be myself."<sup>12</sup>

By the end of the week, SOAR students leave with a better sense of what to expect in college, which aids them in choosing their future paths. Puniloa Moe, a past SOAR student, explained how her week at SOAR helped her make such decisions, "SOAR was a chance for me to see what life would be like at BYU. I originally wanted to attend MU [University of Missouri] for many different reasons, the most important being how close it was to home. After attending SOAR, I realized the spirit present on campus that MU lacked. I knew that BYU was where I was supposed to be."<sup>13</sup>

Like Moe, SOAR students leave the program with added perspective because they have learned that college is more than academics; they've learned that it's the foundation of a successful life.

## NOTES

1. Ann Marie Lambert, interview by author, tape recording, Provo, Utah, April 27, 2005.
2. Jesse Fox, e-mail to the author, May 2, 2005.
3. Tipaleli Fotu, e-mail to the author, May 23, 2005.
4. Lisia Uyema, e-mail to the author, May 23, 2005.
5. Alina Gutierrez, e-mail to the author, May 12, 2005.
6. Lorena Garcia, e-mail to the author, May 9, 2005.
7. Paul Ovuoba, e-mail to the author, May 23, 2005.
8. Ken Shin, e-mail to the author, May 11, 2005.
9. See note 4.
10. See note 1.
11. See note 2.
12. See note 4.
13. Puniloa Moe, e-mail to the author, May 26, 2005.







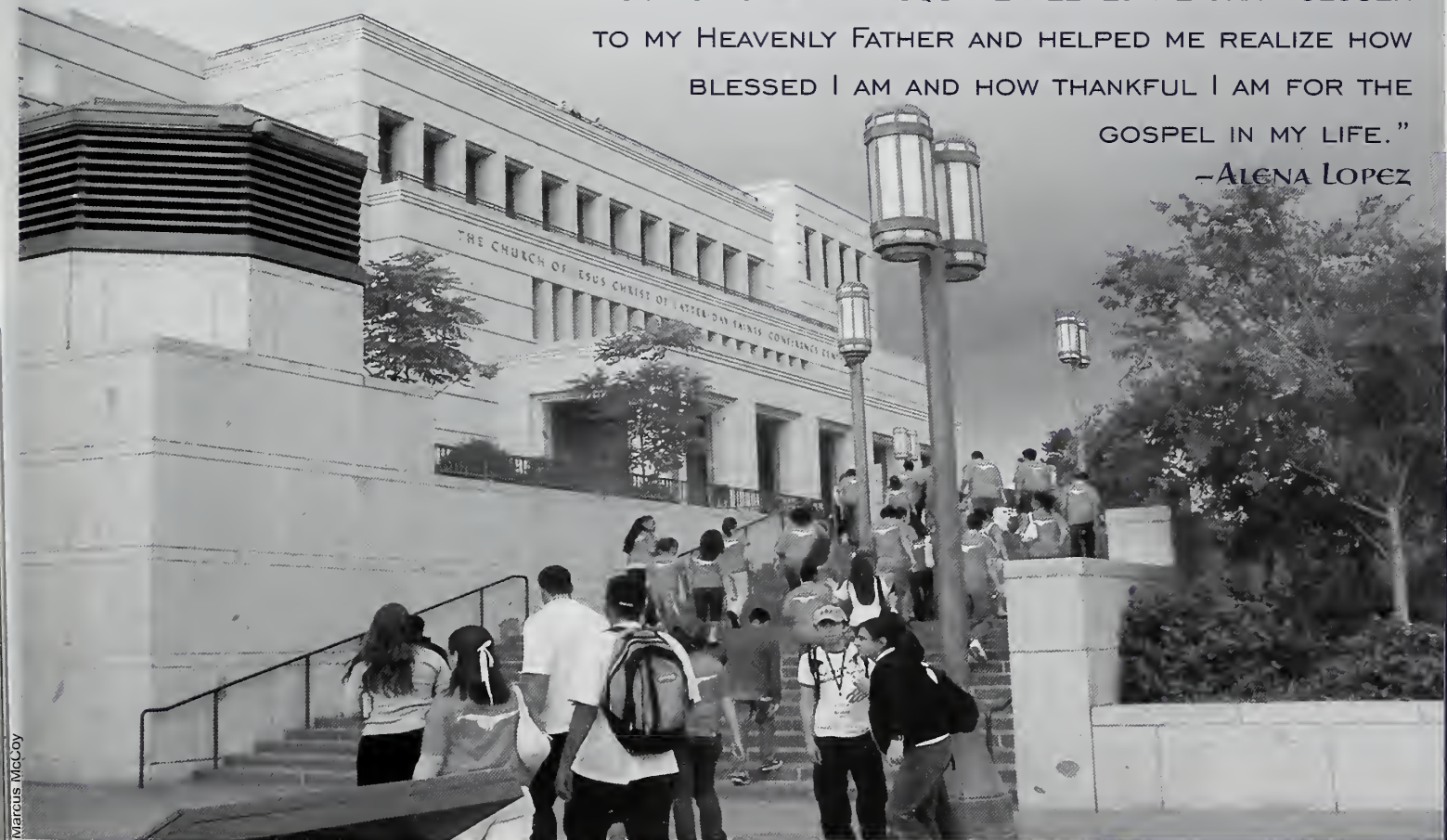
**Left:** Hiking Y Mountain not only tests students' physical endurance, it also feeds their spiritual needs. SOAR Student Sarah Logo shares, "Hiking the Y was a tough one, and it is like life. Life is not easy, there [are] trials and tribulations, and with your family and friends there by your side helping and pushing you along, also with your faith in God, you will pull through. It was way worth it, the view was awesome and just sitting up there singing the hymns brought a feeling of peace."

After singing hymns, students listened to a devotional given by multicultural students. Oneil Howell (right), a BYU student from West Palm Beach, Florida, and Gary Lovely (left), a BYU student from San Jose, California, shared their life stories with SOAR students during the first and third sessions.

**Below:** The spiritual highlight of SOAR, the trip to Temple Square in Salt Lake City, offers students a first-hand look at the center of The Church of Jesus Christ of Latter-day Saints. As students tour the many visitor's centers, the Conference Center, and view *The Testaments of One Fold and One Shepherd*, they gain a stronger testimony of the restored gospel of Jesus Christ.

"GOING TO TEMPLE SQUARE HELPED ME DRAW CLOSER TO MY HEAVENLY FATHER AND HELPED ME REALIZE HOW BLESSED I AM AND HOW THANKFUL I AM FOR THE GOSPEL IN MY LIFE."

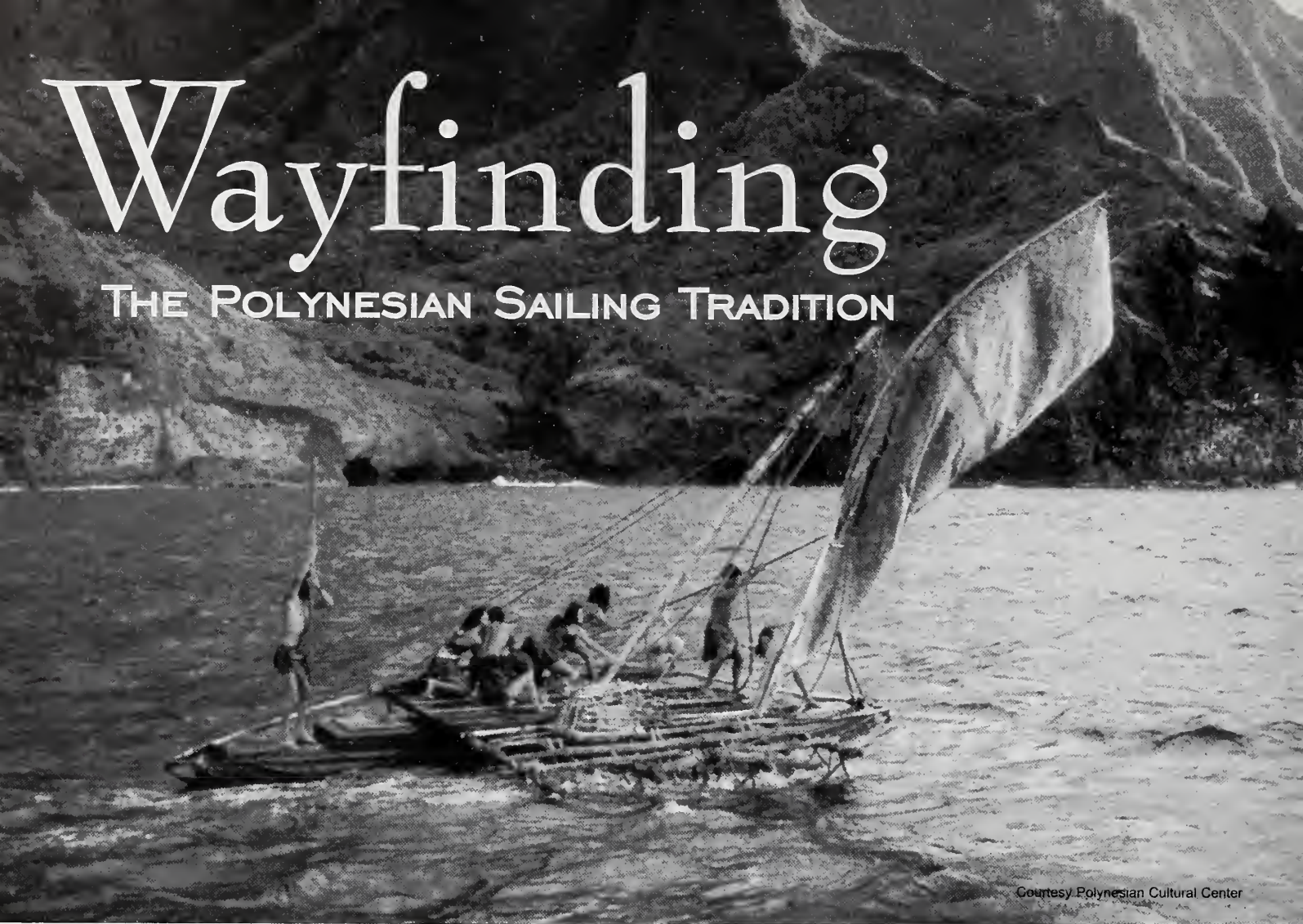
—ALENA LOPEZ





# Wayfinding

## THE POLYNESIAN SAILING TRADITION



Courtesy Polynesian Cultural Center

*by Natalie Whipple*

**T**he ocean is many things to many people. To some, it's vast and frightening. To others, calm and inviting. For many explorers, especially the Europeans, it was something to be conquered, something to subdue. Yet for the Polynesian wayfinders, it was home, a place they were just as comfortable with as the land they lived on.

It may be easy at first to view the Polynesian sailing tradition as simplistic and rudimentary, like many have in the past. But at a closer look, it is clear that the Islanders of the Pacific had an in-depth knowledge of nautical navigation and sufficient skills to sail great distances through open water.

To the master navigator, a voyage consisted of three major navigating tasks—departing the home island, navigating the open sea, and locating the destination.<sup>1</sup> A good departure meant everything to master wayfinders; it made the rest of the voyage easier because they could keep course rather than find course in open waters. Sailors' knowledge of many islands and their general directions helped them orient their

canoes during departure. They traveled to the side of their island nearest the destination and left from there. Once they had left in the direction of their destination, they used a landmark on their island to keep their bearings while it was still in sight. This way of navigation ensured a straight start to what would be a long voyage.<sup>2</sup>

But after the island disappeared, navigating became a different game entirely. Where Europeans had tools like the compass to guide them through vast oceans, Islanders had to keep course solely on their knowledge of sea, wind, sky, and seamarks—a formidable task.

With no islands in sight, navigators used the sea itself to keep course. They could identify consistent, natural swells (ocean waves) as part of particular ocean currents.<sup>3</sup> They used these swells to maintain course because they always flowed in a consistent direction. Though it sounds simple, swell navigating was extremely difficult and only master voyagers could tell the difference between constant swells



and island swells (waves from an island shore).<sup>4</sup> Swells were also much more subtle than they seem. If the navigators hadn't been so near the surface water, they couldn't have seen the swells at all; European explorers, in contrast, sailed water craft that were too high off the ocean to see or use swells as a form of navigation.<sup>5</sup>

Wind currents were also vital to the master Polynesian navigator. Obviously they needed wind to sail, but they also needed wind to determine direction. A skilled wayfinder could keep track of the winds and their changes to determine their course of travel. Though they didn't have charts like the Europeans, navigators had a vast knowledge of Pacific wind currents and a keen sense of their changes during a voyage.<sup>6</sup>

Along with navigation by ocean swells and wind currents, Islanders used the sky as their major form of wayfinding. During the day they used the sun to keep track of their direction on the ocean, and at night they used stars to guide them, a tradition in many sailing cultures.<sup>7</sup>

But the unique thing about Polynesian star navigating was the sheer memory required of the voyagers to navigate. Islanders used star patterns because they were the most reliable form of navigation. These patterns were passed down orally from master navigators who knew them and how they changed throughout the year. Unlike the Europeans who could navigate on a cloudy night with the ease of a compass and star charts, Islanders had to determine their location by the stars that were visible through the clouds. If the stars that hung over a particular island were not in sight, they looked to surrounding stars to gauge the position of that island. This required memorizing hundreds of star positions in relation to each other in order to find their way on the ocean.<sup>8</sup>

Polynesian voyagers were so familiar with the ocean that they could even identify seamarks (much like landmarks) that could guide them on their way to an island. Sometimes a particular pattern of swells, or a reef, or even diverging currents would tell them where they were and what direction they needed to go to reach land.<sup>9</sup> Using seamarks was also a very difficult form of navigation and was never used alone, but combined with wind, swell, and sky navigation to reinforce direction and location on the open seas.

Once Islanders felt they had traveled close enough to their destination, they began to look for land signs to further help them locate the island. One of the major ways of detecting nearby land was cloud patterns. Islanders knew that clouds tended to linger over land, so they looked for large cloud gatherings as they approached their destination.<sup>10</sup> Not only did they follow the clouds, but they observed their color as well. The island foliage and lagoons reflected their rich colors onto the clouds directly above, revealing the land's exact position.<sup>11</sup>

Deep sea fishing birds were also a reliable sign of land. These birds flew out in the early morning to fish in the ocean and then returned to their home island before evening. If these birds were spotted, Islanders knew that land was near. And if they waited until the bird headed home, they could follow its direction and arrive on shore easily.<sup>12</sup>

Once on the distant shores of their destination, Polynesian navigators, like the birds they followed, prepared to return to their island after a long journey.

With their vast knowledge and innate sense of the ocean, master navigators made voyages like these often. Their mastery of ocean swells gave them as confident a bearing on the sea as any other culture with larger ships and navigation tools; their knowledge and careful attention to the winds aided them in keeping course; their expansive memory of the

Because they had  
mastered navigation,  
the ocean truly was  
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waters.

stars gave them a permanent map in the sky, and their mastery of land signs guided them to islands all over the Pacific.

Because they had mastered navigation, the ocean truly was home to the Polynesian wayfinders who explored its vast waters.

#### NOTES

1. Douglas L. Oliver, *Oceania: The Native Cultures of Australia and the Pacific Islands*, (Honolulu: University of Hawaii Press, 1989), 1:406-407.
2. *Ibid.*, 407.
3. *Ibid.*, 413.
4. *Ibid.*
5. *Ibid.*, 408.
6. *Ibid.*, 409-13.
7. *Ibid.*, 416.
8. *Ibid.*, 417-19.
9. *Ibid.*, 415.
10. See note 5.
11. *Ibid.*
12. *Ibid.*



# New Beginnings

## The Struggles of Vietnamese Refugees in America

by Joshua Molina



*The rickety boat swayed from side to side. They steered cautiously and quietly avoiding the pirates that patrolled the waters. With their villages in Vietnam ravaged by the effects of war and a communist regime, they had no home to return to. They were refugees, and they were on their way to America. Although their story is complex, they share a common struggle with many other immigrants to the United States: adjusting to the new culture and to a new life.*





Courtesy NARA

**Above:** A Vietnamese man passes a refugee child to a crewman on the U.S.S. Durham. Many refugees were placed in resettlement camps where they were taught English before entering mainstream American communities. Many Vietnamese-American children (**Facing page**) spent their early years in these resettlement camp.

By 1997, over eight hundred thousand Vietnamese refugees had resettled in the United States.<sup>1</sup> Sadly, they did not always make it to America on their first try. Sometimes, the trip was so harsh that they would have to go back to Vietnam, where they were caught by authorities and sent to communist re-education camps—places in Vietnam where people were forcefully indoctrinated with communist ideals. For some it took years before they were able to make a successful trip out of Vietnam, while others never made it.<sup>2</sup> But for those who did, they found an exciting modern world as they stepped off the planes and overcrowded boats onto an unfamiliar shore.

On the minds of many Vietnamese parents were the benefits that their children would reap from coming to a land of promise and unlimited possibilities. Could their children progress to a point that they could not have reached in Vietnam? Would they have to give up the traditions that they so cherished?

Their struggle adapting to the new culture was most evident in learning the language. Although many Vietnamese were taught English at resettlement camps before entering mainstream America, many others stepped off the boats with

On the minds of many Vietnamese parents were the benefits that their children would reap from coming to a land of promise and unlimited possibilities.

no formal language training.<sup>3</sup> Dana Ngo, a Vietnamese-American resident of West Valley, Utah, remembers, “It was extremely difficult for us to learn English because of the pronunciations . . . because [Americans] spoke really fast.”<sup>4</sup>

Although Vietnam has a high literacy rate—ninety two percent according to the United Nations<sup>5</sup>—many Vietnamese students in America struggled to pass their classes. They were labeled and mocked by their peers. That humiliation would later be just a memory, when, as years passed and Vietnamese-American students continued on to higher grade levels, many of them surpassed the scholastic levels of their formerly scolding peers.<sup>6</sup>

This was the case for Nghi Le, an older youth who immigrated to the U.S. in 1992. Le and other older students struggled to pass their classes, but they eventually made it thanks to the strong work ethic that Vietnamese parents instill in their children. “It was so hard; sometimes I wanted to give up. But I kept remembering my father’s dream that I should get an education and how much I sacrificed to come here,” relates Le. “I couldn’t understand the teachers properly, so I copied from the board and stayed after school to study until English found its way inside my head.”<sup>7</sup>





**Above:** BYU student Leann Luong, (far left in her father's arms) with her immediate and extended family members before coming to America as refugees in 1983. Her parents have overcome obstacles and now run their own business. Luong has been awarded many scholarships and plans to work for the United States Foreign Service.

Although Vietnamese immigrants worked hard on their own, they were not without their guardian angels. Many religious and civic groups sponsored Vietnamese to come to America. These sponsors not only helped them financially, but they helped immigrants adjust in other aspects as well. Leann Luong, a Vietnamese-American Brigham Young University (BYU) student, and her family were sponsored to come to the United States by a Christian church. Church members helped her family find a place to live and helped her parents learn English. "Somebody was looking out for us," said Luong, referring to divine intervention, "the timing was perfect."<sup>8</sup>

Vietnamese-American children are kept under the strict cultural hand of their parents, often following the teaching of Confucius. They are usually not allowed to date at a young age or attend dances. "American students are much more independent than [students] in Vietnam," commented Luong. "Going to school . . . you had your own sense of identity . . . you could just express yourself in any way you want."<sup>9</sup> In contrast, when Vietnamese-American students like Luong would come home, they were under strict rules and didn't dare argue with their parents.

Another important part of Asian culture that Vietnamese parents inculcated in their children was a respect for their elders. Often grandparents lived in their homes. Ngo commented,

## Annually Renewed Life: Tet, the Vietnamese New Year

by Tom Roderick

A crowd fills the room. The color red is everywhere. The women wear traditional red *ao dai* dresses. Planted in the ground are poles of bamboo from which bells, gongs, bows and arrows, melon-shaped lanterns, and pineapples hang. Food and smiles accompany each person you see.<sup>1</sup> Amidst the celebration you hear the phrase "*Chúc Mừng Năm Mới* (Happy New Year!)." You wonder to yourself, "What world have I entered?"

Welcome to *Tet*, the Vietnamese celebration of New Year. While Vietnam celebrates the New Year with the rest of the world, they also celebrate the New Year on the lunar calendar (typically around the end of January).<sup>2</sup> In this celebration, called *Tet*, Vietnamese discard grudges and problems from the old year, and in doing so renew life. Deeply rooted in tradition and culture, *Tet* brings families together to celebrate and perform rituals that memorialize gods and deceased ancestors. Vietnamese believe that *Tet* is essential to the well-being of the coming new year.<sup>3</sup>

If you were to visit a *Tet* celebration, you would see many festivities. Before the first day of the New Year, people exchange gifts and buy new clothes and toys for children.<sup>4</sup> People burn red paper hats and gowns, and golden paper fish to symbolically give the *Ong Tao* (the three Kitchen gods) clothing and transportation as they travel to heaven to celebrate the new year.<sup>5</sup> Families burn

incense to invite their dead ancestors' spirits to their homes in late afternoon the last day of the old year. The spirits are then thought to participate in *Tet* festivities and eat the food placed out for them on ornate ancestral altars. Families gather to eat a large meal of boiled chicken, *Bánh Chung* (rice cake with green beans and pork), *phat thu* (fruit trays of yellow pomelo, orange, green banana, red pepper, mangoes, dragon fruit, and pears), fried vegetables, and many other delicious dishes.<sup>6</sup>

Come midnight, people gather to see majestic firework displays. They carry home a twig from nearby trees to commemorate the successful celebration. The day following *Tet*, businesses, government, and other offices are closed as people visit in-laws and cemeteries, commemorate soldiers fallen during war, and worship at Buddhist pagodas.<sup>7</sup>

The second day after *Tet*, the New Year and a renewed life begin.

### NOTES

1. Nguyen Van Huy and Laurel Kendall, eds., *Vietnam, Journeys of the Mind, Body, and Spirit*, (Berkeley: University of California Press, 2003), 73-74, 90.
2. *Ibid.*, 71.
3. *Ibid.*
4. Ten King, interview with the author, West Valley City, Utah, February 12, 2005.
5. See Note 1, 73.
6. *Ibid.*, 85-86.
7. *Ibid.*



“The Vietnamese culture has a great emphasis on family and honor, while American culture is more independent.”<sup>10</sup>

Vietnamese youth have excelled in adapting and succeeding in American society. Despite their struggles, most Vietnamese-American children grow up with the goal to go into scientific fields. In a recent Vietnamese New Year’s celebration (see facing page sidebar) in West Valley, Utah, teenage girls lined up on the stage in a traditional beauty pageant. Unanimously they stated their plans to study medicine.

As Vietnamese-Americans excel in these and other fields, many misconceptions that other Americans once had of them are disappearing. In his book *Exodus Indochina*, Keith St. Cartmail explains this once commonplace mentality: “Many westerners are particularly prone to see . . . any of the far eastern ethnic groups, as a faceless mass of people, not as separate, unique individuals.”<sup>11</sup> Due a great deal to these exceptional youth, this mentality has changed.

Today, millions of Vietnamese-Americans dot the country, mostly in coastal areas. They are farmers, doctors, store owners, and chefs. Some cities have added to their cityscape a “Little Saigon” hustling and bustling with merchants and shoppers speaking Vietnamese. Yet many have intermingled and become an integral part of the societies in which they belong.

Much has changed since the time the first Vietnamese began to land on American shores. This year marks the 30th anniversary of the end of the Vietnam War. As relics of the country these immigrants left behind, family and cultural customs continue to be practiced in the refuge of Vietnamese-American homes, though some traditions and language have been lost through the years. Yet the memories of the struggles to reach America and adapt to its culture are permanently seared in the minds of those who dared cross the untamed ocean.

NOTES

- 1. W. Courtland Robinson, *Terms of Refuge*, (New York: Zed Books Ltd., 1998), 295.
- 2. Leann Luong, interview with author, tape recording, Provo, Utah, February 2, 2005.
- 3. Keith St. Cartmail, *Exodus Indochina*, (Hong Kong: Heinemann Publishers, 1983), 252.
- 4. Dana Ngo, e-mail to author, February 9, 2005.
- 5. *World Education Report 2000*, (Paris: UNESCO Publishing, 2000), 134.
- 6. Pamela Constable, “Newly Arrived Vietnamese Learn to Adapt: Youth Project Helps Immigrant Students Cope With Often-Inhospitable D.C. Schools,” *Washington Post*, February 9, 1997, B01.
- 7. *Ibid.*
- 8. See note 2.
- 9. *Ibid.*
- 10. See note 4.
- 11. See note 3, 91.

**Top Right:** Though life was difficult at the refugee camps, families with young children knew that the chance to come to America would benefit their children in the long run.

**Middle Right:** Refugees often waited a long time for the chance to board planes to America. And once the day came that they would travel to America, the line to board the plane quickly assembled as they anticipated their new lives in the land of possibilities.

**Bottom Right:** Children in the refugee camps enjoyed their time playing and laughing as they prepared to adjust to American society, something they would accomplish much easier than their elders.



Courtesy Dennis Lowden



Courtesy Dennis Lowden



Courtesy Dennis Lowden



# Bring it to Life

Join the BYU Animation Team



Courtesy BYU Animation Department

by Joshua Molina

If you are a talented artist and love watching animated movies like *Shrek* and *Finding Nemo*, you should consider joining the Brigham Young University (BYU) animation department. This young BYU department is rapidly making a name for itself among animation companies like Disney and DreamWorks. With just over sixty students in the program, the

animation major creates a cozy environment for students to work with teachers and gain hands-on experience.

The animation major is a collaboration between two BYU colleges: the College of Engineering & Technology and the College of Fine Arts & Communications. This way it combines technology, storytelling, critical thinking, and visual arts.<sup>1</sup>

The department's first animated short film, *Lemmings*, gained much praise at film festivals, earning the department a student Emmy and a student Academy Award. *Lemmings* was made before the department was organized, and at that time animators were industrial design students, leading the way for future productions. Since then, the department has won two more student Emmy's for *Pet Shop* and *Faux Paux*.<sup>2</sup>

By making movies like *Lemmings*, students received hands-on experience with equipment used in most professional productions. Students have access to Mary Lou, BYU's supercomputing system (see side bar on page 32), as well as high-end animation and compositing software like Alias' Maya, Apple's Shake, and Pixar Studio's rendering software, Renderman. BYU holds better equipment than top film schools like the University of Southern California (USC) and the University of California, Los Angeles (UCLA), not to mention full access to the equipment at the nearby LDS Motion Picture Studio.

Because of the great resources BYU has to offer, graduates from the program have been recruited by top companies like WETA, which made the special effects for *The Lord of the Rings*,

**Left:** A prospective animation student sketches a mouse from the department's 2001 short film *The Lion and the Mouse* during an Intro to Animation class. Intro to Animation is a prerequisite class where students have a chance to enhance their portfolios before applying to the major.



Marcus McCoy



and Blue Sky, the creators of *Ice Age*. Graduates are offered diverse job opportunities not solely restricted to the movie industry. Many students go on to work for video game companies like Avalanche Software, Glyphx Studio, and Saffire, as well as visual effects companies. Alumni are not limited to living in Hollywood, and graduates have found employment in various cities around the country.<sup>3</sup>

Animators are well paid. They start off with salaries similar to those of electrical engineers when they graduate, which is rare among most people going into an artistic field. There have been many successful multicultural graduates from the animation department. Vernon Wilbert, an African-American alumnus, was the head of the computer graphics group that made the film *I, Robot*, along with five other BYU alumni who worked for CGI on the film. Wilbert was recently honored by the BYU College of Engineering during last year's homecoming celebrations for his accomplishments.<sup>4</sup>

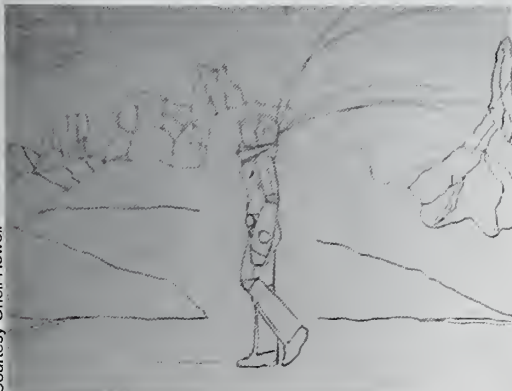
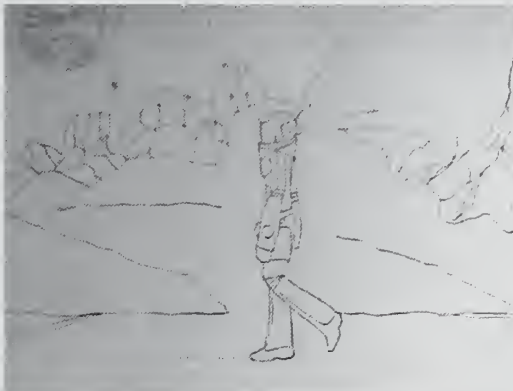
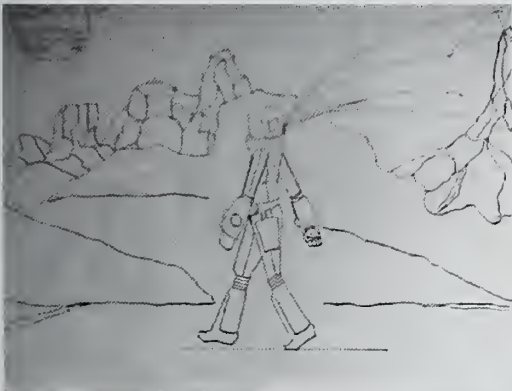
Before receiving that big job with Disney, you must first be accepted into the major. One of the requirements to be accepted to this thriving team is obviously to receive adequate grades. Faculty members, though, look even more at artistic ability. Good figure drawing skills account for fifty percent of admission requirements. Applicants provide five to ten figure drawings that preferably have an illustrative style rather than a fine arts style. Kelly Loosli, one of the department's faculty members, explains, "Fine arts artists usually draw what they feel. . . . We are in a commercial world. We want to see a good representation of what it is you are literally seeing." There is also a sketch book requirement that makes up twenty percent of the admission. An addi-

tional twenty percent of the weighting is the quality of the computer animation samples that students create in their introduction to animation class. The last ten percent involves writing samples, including five original story ideas, essays about ten inspirational pieces of art, and a cover letter.<sup>5</sup>

The number one thing that students need to do to prepare for the major is draw. Loosli advises incoming students interested in being part of the department to keep a sketch book. Surprisingly, about one out of four students that have applied have been accepted into the program. The department accepts as many talented students as possible, but they will not accept students just to fill quotas if there are not enough talented students.<sup>6</sup> Animation students are eligible for scholarships like the "Talent Award" from the Department of Visual Arts. Included with the application, those interested must submit either a slide portfolio of their work or original copies of work.<sup>7</sup>

After talking to animation studios, Loosli found out that one of the key things animation companies look for is an applicant's ability to work with a team on projects. This is an advantage BYU graduates have over art school graduates who usually work more on an individual basis. BYU animation students are also well prepared with experience in all aspects of the trade, from traditional cell animation to 3-D animation and compositing.<sup>8</sup>

BYU animation graduates are currently on the preferred hiring list for companies like Digital Domain, ILM, DreamWorks, and will possibly advance to be on the preferred hiring list at Sony and Disney. Loosli commented, "Once we place somebody there, they like our students so much that they come back [and] recruit them."<sup>9</sup>



**Left:** To succeed in BYU's animation program, students must demonstrate that they know the basics of animation, such as creating figures that walk and move realistically. Though a relatively small program on campus, the animation department recruits only the best candidates. Before even entering the major, students must have a well-developed portfolio which shows that they know their animation skills well.

Oneil Howell, a BYU student from West Palm Beach, Florida, sketched these figures and then put them together in a digital movie to show his skill in drawing movement.



The animation department has been successful at promoting BYU's motto, "Enter to learn, go forth to serve," by preparing students to become the best at what they are hired to do. Loosli explains, "The Church doesn't spend all this money on BYU to create . . . workers; they want to create leaders. To be a good leader, I think you need to have good artistic skills; you have to be a good problem solver."<sup>10</sup>

Loosli feels that BYU gains much from multicultural students and says that he would like to see more multicultural students at BYU. Of the twenty students who worked on *Pet Shop*, five of them were multicultural. He explains that multicultural students bring a different perspective to film, one that many people do not get a chance to see. "This is a great industry for multicultural students because that is what makes the world interesting. . . . BYU needs so much of that diversity," Loosli concluded. "That is what makes movies interesting."<sup>11</sup>

The doors are open wide with opportunities for multicultural students in the animation department at BYU. If this seems like the major for you, or if you just want to learn more about future animation projects, visit their website at <http://www.et.byu.edu/animation>.

#### NOTES

1. Animation Major, <http://www.et.byu.edu/animation/major/major.htm>.
2. R. Brent Adams, e-mail to author, February 1, 2005.
3. Kelli Loosli, interview by author, tape recording, Provo, Utah, November 8, 2004.
4. *Ibid.*
5. *Ibid.*
6. *Ibid.*
7. Talent Award, [http://www.et.byu.edu/animation/major/talent\\_award.htm](http://www.et.byu.edu/animation/major/talent_award.htm).
8. See note 3.
9. *Ibid.*
10. *Ibid.*
11. *Ibid.*



**Above:** *Lemmings* was one of BYU's first fully computer animated short films. It won the animation department their first Student Emmy and set the standard for films that followed. *Lemmings* is the story of one lemming's realization of his species' involvement in an odd and fatal practice.

## Thank You Mary Lou!

*Mary Lou Supercomputers  
Provide Opportunities*

*by Tom Roderick*

Quick! You need a complete, three dimensional, fully rotational animated model of a big-toothed rodent before mid-terms or you won't pass your essential animation class for graduation. What can you do?

Luckily, if you're a student at Brigham Young University (BYU), you have Mary Lou on your side! Mary Lou is the name of five cutting-edge supercomputers housed in the Crabtree and Brimhall buildings on BYU campus. These five computers, known as Mary Lou, Mary Lou 1, Mary Lou 2, Mary Lou 10, and Mary Lou X, are gifts to the university through the donations of Ira and Mary Lou Fulton. To describe their abilities as versatile is an understatement. These computers have been used to map weekly differences in arctic ice for NASA, to construct DNA models, to design car models like the sporty XMV, to blueprint ancient long-lost cities, and to create the BYU animation student masterpieces, *Petshop* and Student Emmy-winning *Lemmings*.<sup>1</sup>

Ira and Mary Lou Fulton, the philanthropists whose funds made these miracles in technology possible, generously gave for a purpose: to invest in students. "I want the best return from my investment per student," says Ira Fulton. "That's all I require. I don't tell the professors what programs to develop. They present a program to me; I like it. All I want to do is make sure they are doing their homework and producing quality in that student or that program."<sup>2</sup>

Any BYU student or faculty member whose projects necessitate powerful computer needs can gain access to the Mary Lou supercomputers. Past projects include analysis of DNA, award-winning animated movies, and studying fluid dynamics of renewable energy sources.

With so much computing power, what will BYU students think of next? Whatever you do, remember Mary Lou is on your side!

#### NOTES

1. Mitchell Cook, "BYU Students Present Flashy Sports Car Design," *The Daily Universe*, Tuesday, May 4, 2004, 4; Gordon Laws, "Supercomputer Upgrades Campus Research," *BYU Magazine*, Fall 2000, 10; Aileen Taylor, "Awards Follow BYU Lemmings Film," *The Daily Universe*, Friday, February 6, 2004, 10.
2. Grant R. Madsen, "Ira Fulton: Full of Surprises," *BYU Magazine*, Winter 2004, 47.







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